DOCUMENT RESUME

ED 254 069 FL 014 814

TITLE	Spanish for Spanish Speakers (Spanish-S) Course of Study, Junior & Senior High Schools.
INSTITUTION	Dade County Public Schools, Miami, FL. Div. of Elementary and Secondary Instruction.
PUB DATE	Aug 84
NOTE	121p.; For related document, see FL 014 813.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
LANGUAGE	Spanish; English
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Advanced Placement; Business Education; Classroom Techniques; Course Content; Course Descriptions; Curriculum Guides; *Educational Objectives; Educational Strategies; Evaluation Methods; Honors Curriculum; Instructional Materials; Language Skills; *Literature Appreciation; *Native Language Instruction; Program Descriptions; School Districts; Secondary Education; *Spanish; *Spanish Speaking; Student Evaluation; Vocabulary

ABSTRACT

The curriculum guide for the Dade County public schools outlines the content and design of a sequential language arts program to serve as a basis for planning appropriate instruction within each school and for articulation within feeder patterns. The expectancies presented represent the core for each level in the student's language development. For the first three levels, two alternatives are available for selection by the school, wih the same expectancies for each. One is designed to meet regular literacy standards, and the other is geared to meet those standards and to prepare students for more literary-based studies. Beginning with the fourth level, three separate programs are offered: regular, honors/advanced placement, and business education. In the guide, each course level is presented individually and is comprised of three sections: (1) the course description and expectancies; (2) sample activities correlated to the expectancies; and (3) recommended instructional materials, both state-adopted and supplementary. An additional section contains suggested teaching strategies and supplementary instructional aids.

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SPANISH FOR SPANISH SPEAKERS
SPANISH-S

COURSE OF STUDY

Junior & Senior High Schools

FL014814

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Division of Elementary and
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August 1984

INTRODUCTION

This study guide outlines the authorized Spanish for Spanish Speakers (Spanish-S) courses found in Curriculum Bulletin-1C. The expectancies for each level described in this guide are intended to serve as a basis for planning appropriate instruction and for articulation within each school as well as within the feeder patterns.

This study guide establishes a uniform sequential program for all the secondary schools in the county for the Spanish-S program.

The expectancies put forth in this guide represent the basic core for each level in the student's language development. It is anticipated that Spanish-S teachers throughout the county will adhere to the language development guidelines insofar as possible and will use them along with other appropriate materials in the furtherance of academic excellence.

For the first three levels, there are two alternatives available. Each school is to select the alternative(s) that best meet the needs of their students. The expectancies for both alternatives are the same. One alternative is designed to meet regular literacy standards, the second is geared to meet the same standards and, in addition, to prepare the students for more literary-based studies.

Starting with the fourth level, three separate programs are offered: regular, honors/advanced placement, and business education.

In this course of study, each course level is presented individually and each course level is comprised of three sections. The first section lists the course description and their expectancies. The second section provides sample activities that are correlated to the course expectancies/objectives. These sample activities serve as a springboard for the teacher to create additional activities. The third section lists the recommended instructional materials, both state adopted and supplementary. There is an additional section which includes some suggested teaching strategies as well as various supplementary instructional aids.

Comments and suggestions for revision of this Spanish-S guide for course study are welcomed.

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TABLE OF CONTENTS

Introduction i

Program Description 1

Placement Guidelines 2

Overview - Course Offerings 3

FUNDAMENTALS

Basic Skills in Communication 1 4

Basic Skills in Communication 2 6

Fundamentals 8

Instructional Materials 9

SPANISH-S 1

Course Descriptions and Objectives 10

Activities 12

Instructional Materials 21

SPANISH-S 2

Course Descriptions and Objectives 22

Activities 24

Instructional Materials 32

SPANISH-S 3

Course Descriptions and Objectives 34

Activities 36

Instructional Materials 45

SPANISH-S 4 Regular and Honors

Course Descriptions and Objectives 46

Activities 48

Instructional Materials 61

TABLE OF CONTENTS (CONTINUED)

SPANISH-S 5

Course Descriptions and Objectives 62
Activities 64
Instructional Materials 70

SPANISH-S 6

Course Descriptions and Objectives 72
Activities 74
Instructional Materials 76

SPANISH-S 5 & 6 HONORS 77
Course Descriptions and Objectives 78
Activities 80
Instructional Materials
Great Writers of Spain 86
Great Writer of Spanish-American Literature 87
Spanish Language Theater 88
Spanish-American Literature - Cuban Writers 89

SPANISH-S ADVANCED PLACEMENT 92

ESTRATEGIAS PARA ENSEÑAR EL DESARROLLO DE LA LECTURA 93

ESTRATEGIAS PARA ENSEÑAR EL DESARROLLO DE LA ESCRITURA 103

SPANISH FOR SPANISH SPEAKERS - PROGRAM DESCRIPTION

Spanish for Spanish Speakers is a full language arts program which enables students of Spanish language origin (and others whose proficiency in Spanish allows them to benefit) to become functionally literate in Spanish by reinforcing and acquiring skills in oral expression, reading and writing. Emphasis is given to the grammatical system and conventions of oral and written usage.

MAJOR EMPHASES

The components of the program include the following:

a. Communication skills: appropriate usage, oral expression, standard spelling and conventional mechanics

b. Structure: varied sentence structures; paragraph development, such as illustration, example and definition; theme development, such as devices for transition between paragraphs

c. Style: conciseness, clarity, freshness, naturalness, originality, purpose, audience, and tone

d. Types of writing: narrations, descriptions, expositions, definitions, persuasion, argument, comparison/contrast, creative, social, business and vocational writing

e. Composing: process of organizing, selecting, limiting and developing ideas; utilization of logical, critical thinking; unity and coherence.

DESIRED CHARACTERISTICS

a. The instructional program of Spanish for Spanish speakers provides for the needs of students with a wide range of abilities and interests. It is comprehensive, sequential and spiral with functional proficiencies in all language skills as its primary goal. The objectives of the program move from simple to complex in a logical progression governed by the structures of the Spanish language. There are provisions for returning to each concept on a more sophisticated stage in the higher levels.

b. The program is designed to be relevant to all students and to reflect present-day Hispanic societies and cultural values. It is also designed to enable Hispanic students to understand their cultural heritage as well as strengthen their own self image and identification with their ancestral roots.

c. The program is adaptable to the individual student needs, takes into consideration varying time lengths, and addresses the special problems of teaching a first language out of its milieu.

SPANISH-S PLACEMENT GUIDELINES

Regardless of the age of the students or their grade level, initial placement within the program of secondary Spanish for Spanish Speakers is based on achievement with respect to program expectancies. Subsequent placement in the program is sequential based on student progression.

To insure pupil progression and program continuity, the following placement guidelines are suggested:

INITIAL PLACEMENT

There are three types of placement for students initiating studies in the secondary program for Spanish-S: 1) results of the reading test which indicates grade level for instruction; 2) correlation of previous experience in the elementary Spanish-S program; and 3) teacher judgment.

Placement Test: The Mini-SISDELE Reading Placement Examination will be administered to those students with no prior experience in the elementary or secondary Spanish-S program.

> **NOTE:** The Mini-SISDELE employed at this level is valid only up to the 7th or 8th grade levels. Beyond these levels, the teacher will be the best judge of the individual student's ability in Spanish and will thus determine placement.

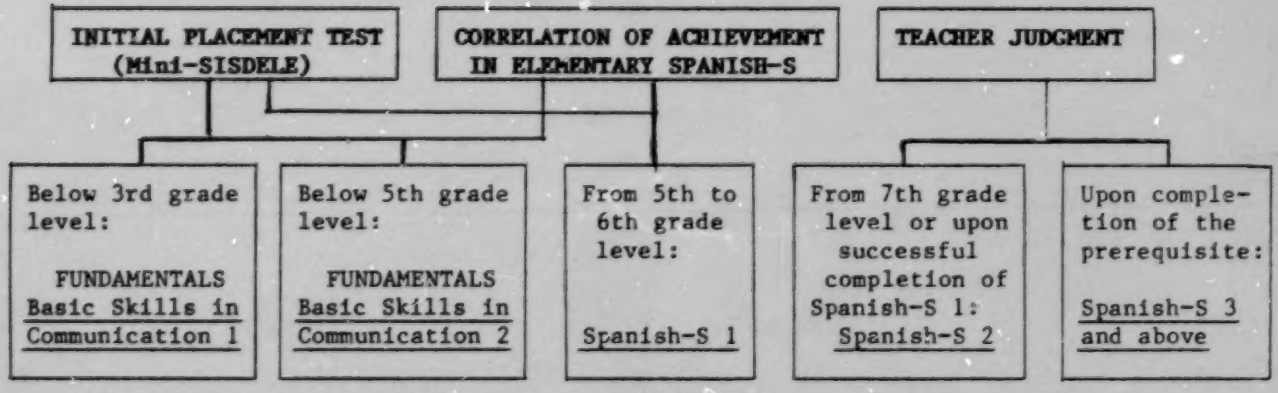
Correlation: A student that has participated successfully in the elementary Spanish-S program will be placed in the secondary program in direct correlation to the level of achievement attained (see flow chart for corresponding levels).

Teacher Judgment: Those students who exceed the achievement level of the Mini-SISDELE and who have not participated in the elementary Spanish-S program will be placed based on teacher's recommendation.

SEQUENTIAL PROGRESSION

Pupil progression throughout the Spanish-S program is sequential. Promotion to subsequent levels is based upon successful achievement of the expectancies for the previous level.

Placement and Sequence


INITIAL PLACEMENT TEST (Mini-SISDELE)
CORRELATION OF ACHIEVEMENT IN ELEMENTARY SPANISH-S
TEACHER JUDGMENT
Below 3rd grade level:
FUNDAMENTALS
Basic Skills in Communication 1
Below 5th grade level:
FUNDAMENTALS
Basic Skills in Communication 2
From 5th to 6th grade level:
Spanish-S 1
From 7th grade level or upon successful completion of Spanish-S 1:
Spanish-S 2
Upon completion of the prerequisite:
Spanish-S 3 and above

SECONDARY SPANISH FOR SPANISH SPEAKERS (SPANISH-S) - COURSE OFFERINGS

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	ADV. PLAC.
REGULAR	Spanish-S 1 Regular 750910	Spanish-S 2 Regular 750920	Spanish-S 3 Regular 750930	Spanish-S 4 Introduction to Literature 750940	Spanish-S 5 Regular 750950	Spanish-S 6 Language and Literature 750960	
BUSINESS EDUCATION				Spanish-S 4 Communication in the Business World 750948	Spanish-S 5 Shorthand/ Speedbuilding/ Dictation/ Transcription 750958		
ADVANCED/ HONORS	Spanish-S 1 750915	Spanish-S 2 750925	Spanish-S 3 750935	Spanish-S 4 Honors Introductory Survey to Literature 750945	Great Writers of Spain 750981 - Honors Great Writers of Spanish-American Literature 750982 - Honors Spanish Language Theater 750983 - Honors Spanish-American Literature and Cuban Writers 750984 - Honors		Language-AP 759690 Literature-AP 759795

Prerequisite for Level 1

FUNDAMENTALS BASIC SKILLS IN COMMUNICATION	
Fundamentals 1 750900	Fundamentals 2 750903

or its equivalent

FUNDAMENTAL

TITLE: SPAN - XA Spanish-S Fundamentals
Basic Skills in Communication 1

COURSE: 750900

DESCRIPTION: This one year course is a review of basic fundamental grammar for students who already speak Spanish. It focuses on oral communication free from English interferences and begins to identify problems in reading and writing Spanish caused by differences between English and Spanish

SELECTION CONSIDERATIONS: This course will help students who already understand and speak Spanish to reach up to a fourth grade level in Spanish and/or will provide for remediation of non-mastered standards and objectives as stated in the Elementary Spanish-S program; placement subsequent to testing. (Grades 7-12)

FUNDAMENTALS - BASIC SKILLS IN COMMUNICATION 1

• **COMMUNICATION SKILLS:** Oral and Written

☐ Write the letters of the alphabet

☐ Arrange pictures and sentences in a sequential pattern

☐ Copy his/her own dictated sentences

☐ Dictate a logical sequence of events based on pictorial presentation

☐ Write a friendly and a business letter

☐ Address an envelop for a friendly letter and one for a business letter

☐ Identify elements of a paragraph

• **LANGUAGE AND MECHANICS**

☐ Group letters to form words

☐ Arrange words to form sentences

☐ Alphabetize lists of words

☐ Identify capitalization in: proper nouns, titles, first words in a sentence

☐ Identify and use punctuation marks: period, comma, semi-colon, colon

☐ Recognize the written accent mark

☐ Identify contractions

☐ Recognize syllables: dipthongs and triphthongs

☐ Recognize and use abbreviations

☐ Recognize and use the parts of speech: nouns, pronouns, adjectives, articles, verbs, adverbs

☐ Recognize and use the simple indicative forms of the verb: present, preterit, imperfect, future

☐ Recognize and write words presenting orthographic difficulties: (*y*/*ll*); (*g*/*j*); *m* before *p*/*b*

☐ Change verb forms (i.e., from the present to the past; from 3rd. person singular to 3rd person plural, etc.)

• **READING SKILLS**

☐ Recognize the uniqueness of the Spanish alphabet: */ch/, /ll/, /ñ/, /rr/*

☐ Recognize on sight the following patterns: C=consonant V=vowel

V:	*alas*	(CC)VC:	*grande*	V(CC):	*instrumento*
CV:	*bote*	CVC:	*subir*	C(VV)C:	*dirección*
VC:	*el; en*	VV:	*aula*	CV(CC):	*construir*
(CC)V:	*habla*	C(VV):	*chaqueta*		

☐ Recognize rhythm of words and intonation to convey meaning

☐ Interpret visual stimuli

☐ Interpret emotional attitudes

☐ Retell/dramatize experiences

☐ Infer character traits, relationships

☐ Recognize valid generalizations, humor, feelings, attitudes

☐ Draw conclusions

☐ Distinguish between reality and fantasy, fact and opinion

☐ Clarify and summarize deductive reasoning

☐ Recognize inflected forms of words: suffixes, plurals, gender markers, contractions, derivations, compound words

☐ Recognize inflected forms of verbs: person and tense

☐ Recognize synonyms and antonyms

☐ Recognize idiomatic expressions

☐ Locate specific information

☐ Use context clues

☐ Organize information

☐ Identify category labels

☐ Identify and compare sequence of events

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FUNDAMENTALS

TITLE: SPAN - XB — Spanish-S Fundamentals
Basic Skills in Communication 2

COURSE: 750903

DESCRIPTION: This one year course is a continuation of the review of fundamental grammar for students who already speak Spanish. It focuses on the development of reading and writing skills and on basic differences between English and Spanish mechanics, punctuation, syllabication, and capitalization.

SELECTION CONSIDERATIONS: This course will help students who already understand and speak Spanish to reach up to a sixth grade level in Spanish and/or will provide for remediation of non-mastered standards and objectives as stated in the Elementary Spanish-S program; placement subsequent to testing. (Grades 7-12)

FUNDAMENTALS - BASIC SKILLS IN COMMUNICATION 2

• **COMMUNICATION SKILLS:** Oral and Written

- ☐ Reinforce previously taught communication skills
- ☐ Write an original paragraph in sequential order
- ☐ Arrange sentences into sequential order
- ☐ Write a conclusion to a story
- ☐ Identify and use sensory imagery in writing
- ☐ Write an original poem, dialogue and narrative
- ☐ Write an autobiography
- ☐ Develop an outline

• **LANGUAGE AND MECHANICS**

- ☐ Reinforce previously taught language and mechanics skills
- ☐ Recognize parts of speech: conjunctions, prepositions
- ☐ Recognize and use verb forms: compound forms in the indicative, infinitives, gerunds
- ☐ Identify and use spelling variations: -/c/, /z/, /s/; -/ch/; -/c/, /qu/; -/hue/, /hui/; -/v/, /b/; - *hay* vs. *¡ay!*; - initial *h*
- ☐ Identify nouns: *primitivos*, *derivados*, *concretos*, *abstractos*
- ☐ Determine number and gender agreement in nouns and adjectives
- ☐ Identify suffixes and prefixes
- ☐ Identify direct and indirect object pronouns and *complemento circunstancial*
- ☐ Identify sentences: declarative (affirmative and negative), exclamatory, interrogative, imperative, simple and compound sentences
- ☐ Correctly use dictionary definition for a multiple meaning word in a sentence

• **READING SKILLS**

- ☐ Reinforce previously taught reading skills
- ☐ Identify figurative language: alliteration, similes, metaphors, personification, onomatopeia, hyperbole
- ☐ Identify main concept and author's intent and purpose
- ☐ Select titles for paragraphs, stories, selections
- ☐ Identify elements of literary forms: poetry, fables, drama
- ☐ Compare and contrast characters and settings
- ☐ Interpret punctuation
- ☐ Recognize synonyms and homonyms
- ☐ Read pictorial and graphic material
- ☐ Relate specific terms to general concepts
- ☐ Classify and use mood words
- ☐ Interpret descriptive style
- ☐ Locate information to prove a point
- ☐ Use guides and resource materials to locate information

FUNDAMENTALS

BASIC SKILLS IN COMMUNICATION

Each student should be tested to determine his/her deficiencies, then instruction should be given and practice prescribed. This instruction should be designed specially to help the students overcome the deficiencies. Students should be working towards mastering the standards and objectives. Individual records should be kept to show how each student progresses.

There are two sequential Basic Skills in Communication courses. A student can be enrolled and assigned to Fundamental courses for up to a maximum of two years.

Once a student has mastered the standards and objectives of the Elementary Spanish-S program, he/she is to be placed into appropriate course within the Secondary Spanish-S sequence.

FUNDAMENTALS - BASIC SKILLS IN COMMUNICATIONS 1

State Adopted Materials

1. Legorburu. "Español 1-3", 1st edition, 1978-80

Supplementary Materials

1. Díaz. "Lecturas básicas: A Cultural Reader", Holt Rinehart
2. Legorburu. "Ortografía básica 5", 1st edition. S.M. Ediciones, 1978-80
3. Snyder. "Encuentros culturales", NTC, 1983
4. Baker. "Español para los hispanos", NTC, 1983
5. Fortún, Clara. "Artes populares", Regents, 1983
6. Colón, Eliseo. "Ritmos y melodías", Regents, 1980
7. Fortún, Clara. "Animales legendarios", Regents, 1983

FUNDAMENTALS - BASIC SKILLS IN COMMUNICATION 2

State Adopted Materials

1. Legorburu. "Español 4", 1st edition. 1978-80

Supplementary Materials

1. Papalia Mendoza. "Lecturas para hoy", Amsco
2. Baker. "Español para el bilingüe", NTC, 1983
3. Legorburu. "Ortografía básica 5", 1st edition. S.M. Ediciones, 1979-80
4. Fortún, Clara. "Artes populares", Regents, 1983.
5. Kock, Dolores. "Mafalda", Regents, 1983

SPANISH-S 1

TITLE: SPAN-S 1R Spanish-S 1 Regular

COURSE: 750910

DESCRIPTION: This one year course focuses on and emphasizes the development of: 1) the student's ability to communicate ideas and feelings, both orally and in writing; 2) comprehension skills through the study of reading selections; 3) different ways of using leisure time, and 4) career awareness. Such study will involve creative dramatics, viewing, speaking, listening and note-taking activities, with special focus on agreement between parts of speech.

SELECTION CONSIDERATIONS: The student is expected either to speak Spanish as a home language or to function at similiar level of proficiency in Spanish and to place at the sixth grade reading level in Spanish; placement subsequent to testing. Florida Scholar's Program. (Grades 7-12)

TITLE: SPAN-S 1A Spanish-S 1

COURSE: 750915

DESCRIPTION: This one year course focuses on and emphasizes the development of: 1) the student's ability to communicate ideas and feelings, both orally and in writing; 2) comprehension skills through the study of reading selections; 3) the study of Spanish speaking countries and their culture(s); and 4) identification of regional variations of Spanish. Such study will lead to the analysis of content, style and sentence structure from contemporary South American reading selections.

SELECTION CONSIDERATIONS: The student is expected either to speak Spanish as a home language or to function at a similar level of proficiency in Spanish and to place, as a minimum, at the sixth grade reading level in Spanish; placement subsequent to testing and upon teacher recommendation. Florida Scholar's Program. (Grades 7-12).

•COMMUNICATION SKILLS: Oral and Written

☐Reinforce previously taught communication skills

☐Describe persons, places and/or animals using complete sentences

☐Answer questions clearly in reference to who, what, where, when, which, and how using complete sentences

☐Narrate the material read in logical sequence

☐Ask and answer questions pertaining to the specific material read

☐Summarize main idea of story read, using newly acquired vocabulary

☐Read fluently, interpreting rules of punctuation, with correct pronunciation and intonation

☐Use Spanish/Spanish dictionary to define words

☐Write complete sentences using correct spelling and punctuation

☐Write a paragraph using correct spelling, punctuation and structure

☐Focus on spelling words which present special problems such as: *g-j; b-v; ll-y; c-z-s; h.*

☐Take dictation

☐Write abbreviations

☐Follow oral and written instructions.

•LANGUAGE AND MECHANICS

☐Reinforce previously taught grammatical skills

☐Distinguish the stressed syllable of words orally and in writing, including the written accent when necessary

☐Distinguish these different types of sentences - *afirmativa, negativa, interrogativa, exclamativa, imperativa* - and their particular punctuation marks focusing on intonation

☐Recognize and use the following parts of a sentence:

a. nouns - *común, propio, primitivo, derivado, concreto, abastracto*
b. articles - *determinado, indeterminado*
c. contractions - *al, del*
d. adjectives - *calificativos, determinativos, grados del adjetivo*
e. pronouns - *personales, demostrativos, posesivos, relativos, interrogativos e indefinidos*
f. verbs - *copulativos, predicativos*

☐Recognize and use regular verbs, simple tenses of the indicative mood - *presente, pretérito indefinido, futuro imperfecto*

☐Identify and conjugate common irregular verbs

☐Recognize the impersonal forms of the verb - *infinitivo, gerundio, participio*

☐Make adjectives, nouns and articles agree in gender and number

☐Review simple compound and simple subordinated clauses

☐Identify and use direct and indirect object pronouns, and *"complemento circunstancial"*

☐Identify and use synonyms, antonyms, homonyms

☐Identify and use common prefixes and suffixes

•CULTURAL DIMENSIONS

☐Highlight the cultural variances found among the Spanish speaking people in today's world

☐Locate the various Spanish speaking countries on a map

☐Recognize the occurrence and appropriateness of different levels of language usages including regional variations and linguistic borrowings found in the different Spanish speaking environments

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OBJECTIVE	SAMPLE ACTIVITIES
•COMMUNICATION SKILLS Oral and Written	
☐Reinforce previously taught communication skills.	Refer to course objectives Spanish -S Fundamentals 1-2.
☐Describe persons, places, and/or animals using complete sentences.	1. Ask students to describe orally the following, using complete sentences: persons: *mis padres, mi familia, mi amigo, etc.* animals: *mi perro, el caballo, mi gato, etc.* places: *mi casa, mi colegio, mi país, etc.* 2. Ask the students to describe pictures showing specific situations. Ask pupils to write complete sentences about the pictures, using descriptive words
☐Answer questions clearly in reference to who, what, where, when, which, and how using complete sentences.	1. Ask the students to select a story on the front page of a Spanish newspaper: *El Miami Herald (en español), El Informador Escolar, El Diario Las Américas*, and answer the following questions: What happened? Who was involved? Where did the story take place? When did the story take place? *Why is it newsworthy? *What did you learn from the story? Refer to The Nic-Nac Box: Newspaper Activity Cards. 2. Write 4 or 5 sentences on the board. Ask a student to read the first sentence aloud and then have other students answer specific questions about the sentence read. Follow the same procedure with the other sentences. Example: *Los tres campeones están en el terreno de juego. ¿Quién?, ¿cuándo?, ¿dónde?* Refer to *Ramona Espineira, "Narraciones y Leyendas"* p. 16. *Same activity but also have the students asd 3 or 4 questions about each sentence.

* It is suggested that these sample activities be used with more advanced students/classes

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OBJECTIVE	SAMPLE ACTIVITIES
☐Narrate the material read in logical sequence.	1. Read a short story to the student. Ask them questions such as: What happened first?, What happened next?, What happened last? Refer to *"La fuente hispana"* *Have students read the story in limited period of time. (Silent reading). 2. Write on the board 6 to 10 sentences taken from different parts of a story *"Mejora tu español"*. pp. 161-162 and ask pupils to rearrange them and read them out loud in logical sequence. *Have the pupils explain which clues or specific words helped them to find the logical sequence. 3. Divide the students in groups and give each group a set of flash cards. Each card should contain a sentence taken from a story. Ask each group to work together to rearrange the cards in logical sequence. For example, use selection from *"Lectura: para hoy"*, pp. 67-68. 4. Divide the class in groups. Have each group draw series of comic strips based upon a short story and ask groups to exchange strips and rearrange them in logical sequence to narrate the story.
☐Ask and anwer questions pertaining to the specific material read.	1. Refer to Legorburu, *"Español 5"*; Reading Comprehension Activities, taken from *"La fuente hispana"*, and divide the class in two groups. Group 1 will research the author's life. Group 2 will research additional information pertaining to the specific story. Have both groups present oral reports and have pupils ask and answer questions about the presentations.
☐Summarize main idea of story read, using newly acquired vocabulary.	1. Choose a Spanish newspaper article read it to the class. Ask the students to write a headline for it. Ask several students to read aloud their headlines and compare them to the original headline. Was the main idea of the article covered in the student's headline? Refer to Nic-Nac Box: Activity Cards.
	2. Distribute worksheets with several (3 or 4) paragraphs taken from a reading selection and wordbank of new vocabulary. Have a pupil read the first paragraph aloud then ask other student to write a sentence on the board summarizing the main idea using the new words. Follow the same procedure with the other paragraphs.

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OBJECTIVE	SAMPLE ACTIVITIES
	Example: *En 1942, el navegante genovés Cristóbal Colón, sirviendo a los reyes de España, descubrió la isla de San Salvador en el Caribe. En menos de cien años el dominio de los monarcas españoles se extendió sobre la mayor parte de las tierras del "Nuevo Mundo".* Refer to *"La fuente hispana"*, p. 286. *Select paragraphs from encyclopedias or other reading books. 3. Ask each student to write a topic sentence about the subject of their choice. Have pupils exchange sentences. Each student should write a paragraph using the sentence written by his classmate. Ask several students to read their paragraphs aloud. Allow students to make comments and discuss the main ideas of the paragraphs. 4. Have the students read a short story like *"Mercado, supermercado o tienda?"* Refer to *"La fuente hispana"*, pp. 5-7 in which the theme is a prominent element. Discuss the theme as the main idea of the story. Ask the students to relate the plot briefly. Help them to see the difference between plot and theme in a short story.
☐Read fluently, interpreting rules of pronunciation with correct pronunciation and intonation.	1. Review accents. Refer to: Legorburu, *"Ortografía del español, Nivel elemental"*, pp. 12-27; and to *"Mejora tu español"*, pp. 79-92. 2. Refer to *"Mejora tu español"*, pp. 71-72. 3. Duplicate the following poem: *"Tres bellas que bellas son me han exigido las tres que diga cuál de ellas es la que ama mi corazón si obedecer es razón digo que amo a Sotileza no a Sol cuya gentileza no tiene persona alguna no aspira mi amor a Bruna que no es de poca belleza.* Have individual students read the poem aloud each time with a different punctuation. Help students understand that when punctuation and intonation change, the meaning also changes.

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OBJECTIVE	SAMPLE ACTIVITIES
☐Use Spanish/Spanish dictionary to define words.	1. Distribute the Spanish/Spanish dictionary to the students. Select a word from a story read in class which has several meanings. Ask the students to find the meanings of the word in the dictionary to select which meaning applies to the word as used in the story. 2. Write several words on the board which have different meanings, but same sounds, (homonyms). Ask the students to write two or more sentences with each word using a different meaning of the word in each sentence and use dictionary as a reference. Examples of words: *río, vino, visto, vela* , etc. 3. Have the students copy a group of selected words. Ask them to find the meaning of each word in the dictionary. Dictate a paragraph using the above-mentioned words. Ask the students the meaning of each word as used in the paragraph. *In addition, have pupils write two sentences with each word. Refer to "*Ortografía del español*", *Nivel elemental*, pp. 56-68.
☐Write complete sentences using correct spelling and punctuation.	1. Review punctuation. Refer to Legorburu, "*Ortografía del español*", *Nivel elemental*, pp. 50-52. 2. Write on the board the following sentences and have the students complete and punctuate them correctly. *El empleado el jefe la* ____ *y el* ____ *salieron huyendo cuando comenzó el fuego.* *El actor es alto* _____ _____ *y delgado.* Remind students that words in a series must be separated by commas. Follow the same procedure using other examples, using all punctuation marks. Refer to "*Mejora tu español*", pp. 61-64.
☐Write a paragraph using correct spelling, punctuation and structure.	1. Have the students write compositions on given topics, and review them - proofreading for punctuation and capitalization. Ask them to rewrite their compositions, correcting any errors. Refer to Logorburu, "*Ortografía del español*", *Nivel elemental*, pp. 47-49, "*Mejora tu español*", pp. 39-42.

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OBJECTIVE	SAMPLE ACTIVITIES
	2. Have the students read a short story *Un rayo de sol,"Lecturas para hoy,"* pp. 45 - 47 , and ask them to rewrite the ending. Remind students to proofread their paragraphs for correct spelling, capitalization, and punctuation. Ask the students to exchange papers and read and discuss their rewritten endings. Have students practice the use of punctuation marks writing composition such as: a) A friendly letter b) Paragraphs describing persons, animals, places c) A telegram, etc. d) A personal experience e) A humorous situation *4. Have students pick out comic strips in the Spanish newspaper and write captions for all these cartoons. Remind students to use the correct punctuation marks. Refer to Nic-Nac Box: Activity Cards. 5. For more activities on punctuation refer to " *Mejora tu español*", pp. 66-72. 6. Ask the students to complete the writing of a dialog based on a story or situation read. Before handing out a copy of the open-ended dialog (see sample dialog), read the following situation. Then ask pupils to play the role of one person indicated in the dialog by writing appropriate responses to the open-ended dialog. *Sandra y Olga han ido al centro para comprar unos disfraces. Mientras miran los escaparates, hablan sobre el baile. Sandra empieza la conversación:* Open-ended dialog: *Sabrás que Rubén me ha invitado a ir con él al baile.* _____ *Tengo entendido que una orquesta muy famosa amenizará el baile.* _____ *Mira los disfraces de ese escaparate.* _____

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OBJECTIVE	SAMPLE ACTIVITIES
	Ramón me dijo que Rubén irá de pirata, yo quiero ir de mariposa. _____ *¿Qué disfraz andas buscando?* _____ Make sure the students place the correct punctuation mark when each person begins to talk *raya* (—). 7. Turn to the comics in the Spanish newspaper. Circle all the exclamation and question marks. Ask the students why each sentence has an exclamation point or a question mark. Refer to Nic-Nac Box: Activity Cards. 8. Write an ad to sell your mother's washing machine. Make sure to use the correct punctuation marks. Read your ad aloud and try to sell the washing machine to someone in your class. Refer to Nic-Nac Box: Activity Cards.
☐Focus on spelling words wich present special problems such as: *g-j*; *b-v*; *ll-y*; *c-z-s*; and *h*.	1. Have the students copy previously-read paragraphs and underline words with special problems. Select short paragraphs from Legorburu, "*Ortografía del español - Nivel elemental*", pp. 61-62 for *g-j*; pp. 56-60 for *b-v*; pp. 66-68 for *ll-y*; p. 65 for *c-z-s*; pp. 62-64 for *h*. Refer to Legorburu, "*Español 5*" for further exercises. 2. Have the students fill in the blanks with: *g-j*; *b-v*; *ll-y*; *c-z-s-cc*; *h*; in given paragraphs. Refer to Legorburu, "*Ortografía del español - Nivel elemental*", pp. 29-31; 36-37; 39.
☐Take dictation.	1. Refer to activities in Legorburu, "*Español 5* ", pp. 162-167. 2. Refer to Legorburu, "*Ortografía del español - Nivel Elemental*", pp. 69-77. Dictate several paragraphs and have students exchange papers in order to check them. Ask the students to circle the spelling errors following the correct model written on the overhead projector. 3. Introduce basic concepts of Spanish accentuation. Dictate paragraphs taken from "*Español 4*" pp. 146-149.
☐Write abbreviations.	1. Ask students to identify and read simple abbreviations like *Ud.*, *Srta.*, *Sr.*, *Sra.*, etc., without hesitating.

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OBJECTIVE	SAMPLE ACTIVITIES
	2. Dictate sentences containing specific abbreviations. Refer to "*Ortografía del español - 2do Nivel*", pp. 61, 62. Ask the students to give oral reports.
□Follow oral and written instructions.	1. Select a specific subject from "*La fuente hispana*". Ask the students to find in which chapters and pages of the book this particular subject is covered. Ask the students to write the page number or numbers and the chapters. *Follow same activity, and have the students write a summary in one sentence about the information found in each chapter on the subject. *2. Using literature books available in the classroom have the students take a quick look at the index and choose one or more chapters. Have each student write a paragraph about the information they think they would find in those chapters of the book. Have some students read their paragraphs aloud and after a class discussion about their conclusions, ask the pupils to find the chapters in order to compare these with their writings. 3. Ask the students to give oral reports about: -news articles taken from Spanish magazines and newspapers; -radio and T.V. programs such as sports programs, scientific events, special news programs, cultural programs, for example, "*300 millones*" (Channel 23), "*Para gente grande*" (Channel 23). *Have the students discuss the pros and cons of the different programs. *4. Have the students organize and plan group activities such as: creative writing, a skit for Hispanic Heritage Week. 5. Have the students write an original play in which they would have to follow specific instructions and assume role models. 6. Have the students pick an editorial of *El Herald en Español* and list the following:

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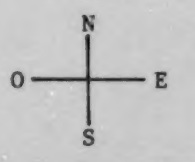
OBJECTIVE	SAMPLE ACTIVITIES
	a. What is the problem? b. What facts are given supporting the subject? (pro) c. What facts are given against the subject? (con) Refer to Nic-Nac Box: Activity Cards.
• **LANGUAGE AND MECHANICS**	. Refer to: Legorburu, "*Español 5*".
• **CULTURAL DIMENSIONS** ☐Highlight the cultural variances found among the Spanish speaking people in today's world.	1. Have the students from Spanish speaking countries tell or make group presentations about their traditions, typical costumes, food, music, etc. 2. Play folkloric records and have the students identify and compare rhythms and songs from different Spanish speaking countries. 3. Read the poem "*La bailarina española*", by *José Martí* or play the record "*Versos sencillos*" de *José Martí*, by Laredo Group - 1978, Mexicana Record Co. Have a class discussion about the poem and ask the students to write a paragraph describing the Spanish dancer. 4. Have the students write a composition about who's who-Latin American Showcase. *5. Have the students discuss and/or write a composition about the impact of the Latin rhythms on the musical world. Discuss the success of the *salsa* group Miami Sound Machine made up of one non-Hispanic and nine Cuban musicians.
☐Locate the various Spanish speaking countries on a map.	1. Have the students find the different Spanish speaking countries on the map. Have the students find the capital of each country and draw and color the flag of each of them. *2. In addition, have the students write compositions about problems facing Hispanic-American countries nowadays. 3. Write on the board the following directions: 

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OBJECTIVE	SAMPLE ACTIVITIES
	Ask students to read the abbreviations. For example: N *está en lugar de* Norte, etc. Then explain to the students how to find *noroeste*, *sureste*, *suroeste*, *noreste*. Ask the students in which part of each country its capital is located. 4. Have the students answer questions such as: *¿Qué países se encuentran al norte de la América del Sur?* *¿Qué país se encuentra al suroeste de Colombia?* Have the students locate the countries on the map and explain the reasons for their answers.
☐Recognize the occurrence and appropriateness of different levels of language usages, including regional variations and liguistic borrowings found in the different Spanish speaking environments.	1. Have the students identify typical words and/or phrases used in different Hispanic-American countries and explain the meanings. For example, the meaning of: *camión* (in Mexico) - *guagua* (in Cuba) 2. Have students identify "anglicismos" used in Miami and discuss their occurrence and appropriateness.

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INSTRUCTIONAL MATERIALS - SPANISH-S 1

State Adopted Materials

1. Legorburu. "Español 5," 1st edition, 1978-80
2. Portilla and Varela. "Mejora tu español," 1st edition. Regents, 1979
3. Schmitt and others. "La fuente hispana," 2nd edition. Webster Division, 1977

Supplementary Materials

1. Legorburu. "Ortografía del español- Nivel elemental", S.M. Ediciones
2. Legorburu. "Maravillas de la literatura". S.M. Ediciones
3. Jiménez, Juan R. "Platero y yo"
4. Verne, Julio. "Viaje al centro de la tierra"
5. López, Ivette and Garcia, Dwight. "Cantos y rimas". Regents, 1983
6. Arenas, Reinaldo. "Lazarillo de Tormes". Regents, 1983

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SPANISH-S 2

TITLE: SPAN-S 2R Spanish-S 2 Regular

COURSE: 750920

DESCRIPTION: This one year course focuses on the development of writing and oral communication skills, including practice in: 1) describing story characters, real persons, animals, and natural phenomena; 2) summarizing facts and ideas; 3) giving oral information, instruction, directions, explanations, and messages; and 4) writing original compositions in Spanish and translating from English into Spanish.

SELECTION CONSIDERATIONS: The student is expected to have completed 750910 or 750915, or their equivalent. Florida Scholar's Program (Grades 7-12)

TITLE: SPAN-S 2A Spanish-S 2

COURSE: 750925

DESCRIPTION: This one year course focuses on the development of writing skills and on the study of the lives and contributions of well-known twentieth century Spanish and Hispanic-American historical figures, writers, artists, and musicians, as reflected in letters, speeches, and biographies. Practice in describing story characters, real persons and natural phenomena, as well as in summarizing facts and ideas, is included.

SELECTION CONSIDERATIONS: The student is expected to have completed 750915, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 7-12)

•COMMUNICATION SKILLS: Oral and Written

☐Reinforce previously taught communication skills

☐Organize sentences in logical order so as to write a paragraph

☐Organize paragrahps in logical order so as to write a composition

☐Write compositions on given topics of approximately 80 words

☐Take dictation emphasizing accents, punctuation and words that contain: *g-j; b-v; ll-y; c-z-s; h;* and plural of words ending in z

☐Take notes on given topics

☐Determine cause and effect in given selections

☐Determine the main idea inferred from a paragraph in a given selection

☐Infer feelings and emotions in a given selection

☐Determine the difference between fiction and non-fiction

☐Differenciate between myths and legends

☐Introduce the basic concepts needed for translation skills

•LANGUAGE AND MECHANICS

☐Reinforce all previously taught grammatical skills

☐Use of the stressed syllable of words orally and in writing, including the written accent when necessary

☐Associate meaning with specific prefixes and suffixes

☐Recognize and use the following parts of the sentence.

a. nouns - *simple, compuesto, patronímico, gentilicio, aumentativo, diminutivo, colectivo*
b. adjectives - *posesivo, demostrativo, grados del adjetivo*

☐Review pronouns

☐Use the appropriate forms of regular and irregular verbs in simple tenses of the indicative mood and the simple conditional tense

☐Classify subject and predicate in given sentences

☐Use correct number and gender agreement of nouns and adjectives

☐Make the subject and verb agree in number and person

☐Select an appropriate dictionary definition for words used in specific content

☐Use the table of contents and the index

☐Find information in an encyclopedia on a given topic in order to give oral or written reports

☐Use printed media (newspaper, magazines) to find information on a given topic in order to give oral or written reports

☐Introduce syntax and analyze sentence structure

☐Introduce paragraph analysis including the identification of different types of sentences

•CULTURAL DIMENSIONS

☐Reinforce previously taught skills in the area of cultural awareness

☐Create and improve self-image through the study of the lives and actions of 20th century Spanish and Hispanic-American historical figures, writers, artists and musicians

☐Study the geography and an introduction to the history of the various Spanish speaking countries

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OBJECTIVE	SAMPLE ACTIVITIES
• **COMMUNICATION SKILLS:** ☐Oral and Written ☐Reinforce previously taught communication skills.	Practice Spanish-S 1 activities, using level II textbooks and other available materials.
☐Organize sentences in logical order so as to write a paragraph.	1. Duplicate a paragraph selected from a reading textbook. Example: *"Isogai, el buen Isogai, se encontró de pronto convertido en un hombre riquísimo. Tenía un hermoso palacio de mármol y descansaba en una habitación cubierta de sedas. Trás los amplios ventanales veía pasar a todas las gentes atareadas de la ciudad."* Refer to *"Pueblos y leyendas"*, p. 17. Have a volunteer read the paragraph aloud and then ask students to underline the first sentence. Tell them that this is the introduction to the paragraph and it is called an introductory sentence. Ask students how the writer decided to put the next sentences in the order in which they appear. Have them underline the first sentence once, the second sentence two times, and the third sentence three times. Explain that this is called a logically developed paragraph because the facts in it come in an order that can easily be observed. Ask the class what the function of the last sentence is. Elicit the response that it tells what the entire paragraph has been about. Recall the three parts of a good paragraph for the students. 1. Introduction 2. Discussion 3. Conclusion *Select a longer or more difficult paragraph. Example: Select a paragraph form *Una medalla de bronce* "*Galería Hispánica*", pp. 54-59. *2. Either from student-written paragraphs or available examples from "*Galería Hispánica*", or workbooks.

*It is suggested tha these sample activities be used with more advanced students classes.

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OBJECTIVE	SAMPLE ACTIVITIES
	Print out a paragraph onto a large-sized sheet of paper. Cut this paragraph into sentences and then mix them together. Have students draw one sentence each, without looking at it and then go to a blank bulletin board and arrange the sentences back into the original paragraph. Allow the remainder of the class to help decide on the best order for the sentences. Point out that students should first determine which sentence is the topic sentence and which is the concluding sentence, and then proceed to place these and the other sentences in the best order. The class could also be divided into small groups of two or three and be given jumbled typewritten sentences to rearrange at their seats. *3. Project the following on an overhead projector: 1. *"descripción"* 2. *"narración"* 3. *"diálogo"* 4. *"exposición"* Ask a volunteer to review what a paragraph is and also what its parts are. Ask the students to write different types of paragraphs. Refer to: Legorburu, "*Español 6*", pp. 31-35.
□Organize paragraphs in logical order so as to write a composition.	1. Direct each student to create a science fiction super hero along the order of Flash Gordon, Buck Rogers, E.T., etc. They must make up a name for this super hero, and also create a trusted companion. Have each student describe both characters. Stress that these characters do not have to be human; they can be space creatures, mechanical, or non-human. After the students have created two characters, ask them what kind of composition they should write in order to tell about their space heroes. Aim for these responses: 1) descriptive paragraphs if they are going to tell what the characters look like, and 2) narrative paragraphs if they are going to tell what the characters did: List two steps for writing descriptive paragraphs on the chalkboard. 1°: *"Observar lo que se va a describir"* 2°: *"Seleccionar las características esenciales"*

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OBJECTIVE	SAMPLE ACTIVITIES
	Refer to "*Mejora tu español*", Unit VII. In addition, list the three steps to follow in order to write logically organized narrative paragraphs: 1. "*Primer párrafo: introducción (presenta el inicio de la situación)*". 2. "*Segundo párrafo: desarrollo (detalles de la acción)*". 3. "*Tercer párrafo: desenlace (conclusión o solución del suceso narrado)*". Refer to "*Mejora tu español*", Unit VIII. 2. Either from student-written compositions or available examples from *Galería Hispánica*, print out a short composition onto a large sized sheet of paper. Cut this into paragraphs and then mix these together. Have students draw one paragraph each, without looking at it, and then go to a blank bulletin board and arrange the paragraph back into an original composition. Allow the remainder of the class to help decide on the best order for the paragraphs. *Same activity but dividing the class into small groups of two or three and giving each group jumbled typewritten paragraphs to rearrange at their seats.
☐Write compositions on given topics of approximately eighty (80) words.	1. Refer to Legorburu, "*Español 6*", pp. 187-191. 2. Have students write a composition in which they predict what they will be doing in the year 2022 A.D. List the following ideas on the chalkboard: 1. What will your house be like? 2. What kind of transportation will you and your family use? 3. How will you communicate with friends who do not live in the same place? 4. What kind of government will you have? 5. What will schools be like? 6. What will your job be like? 7. What will you do in your leisure time? 8. What will a city be like? 9. What kinds of games or sports will you play or watch? 10. What kinds of pets will you have?

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OBJECTIVE	SAMPLE ACTIVITIES
	Note: The ideas above could also be used as individual paragraphs assigned one at a time. Upon completion of each item, students could compile these ideas into a booklet entitled "My Life in 2022 A.D." and include appropriate illustrations.
☐Take dictation emphasizing accents, punctuation and words that contain: *g-j; b-v; ll-y; c-z-s-cc; h*; and the plural of words ending in .	1. Select and dictate short paragraphs from available spelling texbooks, such as Legorburu, "*Ortografía del Español - Primer Nivel*", pp. 54-75. 2. Duplicate sentences and have the students fill in the blanks with *g* or *j*. *La _uerra tra_o graves consecuencias. _erónimo es un alumno aventa_ado en _eometría. No te alegres _amás de los males a_enos. El via_ero tra_o el equipa_e en un carrua_e. Los indí_enas se entre_aban a actos de salva_ismo. El agua se compone de oxí_eno e hidró_eno.* Follow the same procedure with: *b-v; ll-y; c-z-s-cc*; and *h*. 3. Practice Spanish accentuation. Refer to Legorburu, "*Ortografía del español - Primer Nivel* ", pp. 22-27.
☐Write personal letters.	Have the students write a personal letter to a member of the family or a friend and tell him/her about their school activities. Have some students read their letters aloud. Have other students comment on the content and structure of the letters. 2. Refer to "*Mejora tu español*", pp. 101-102 and 108. 3. Refer to Legorburu, "*Español 6*", p. 46.
☐Take notes on given topics.	1. Ask the students to find the "*Galería*" section of the Spanish newspaper *El Miami Herald*. Have the students select 2 or 3 articles and identify and copy 20 *patronímicos*. Have the pupils alphabetize the list of words. 2. Have the students find a story about animals in any Spanish newspaper or magazine. Ask them to read the story and take notes about the animal's habits, behavior and/or environment. In addition, have the students make a short oral presentation using their notes. 3. Have students write research note cards on any given topic. Ask them to briefly summarize important information and to record only one kind of information per card.

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OBJECTIVE	SAMPLE ACTIVITIES
☐Determine cause and effect in given selections.	1. Distribute 2 sets of flashcards. First Set: "*Efectos*" / Second Set: "*Causas*" *Me quedé todo el día en la casa.* — *Tenía dolor de cabeza.* *La muchacha ganó el concurso de ortografía.* — *Estudiaba todos los días.* *Las muchachas no fueron a la fiesta.* — *Nadie las invitó.* *La velas del barco se rompieron.* — *Vino una tormenta.* Mix the flash cards and divide the class into small groups. Give the pupils the jumbled cards and ask each group to match the cards. Have the students identify which card contains the cause and which contains the effect. *Also ask the students to make their own cause and effect flash cards. 2. Write the following on the board: *Los niños se fueron de vacaciones porque* *La alumna no entregó la tarea porque* *En invierno hace más frío porque* Ask the students to examine the sentences and think of a possible cause for each of them. Ask some students to write their answers on the board and explain them. *For Group B, in addition, have students write twenty sentences using the word "*porque*".
☐Determine the main idea inferred from a paragraph in a given selection.	1. Have students paraphrase the following fable in writing, emphasizing the main idea.

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OBJECTIVE	SAMPLE ACTIVITIES
	"El envidioso" by Juan E. Hartzenbusch *Magnífico manzano* *en el corral de un clérigo crecía.* *Un vecino de envidia se moría* *viéndolo tan fecundo y lozano.* *Él ni manzano ni corral tenía.* *Y ya de otro modo* *no pudo desfogar su encono fiero,* *arrojaba al frutal, desde su granero,* *el desperdicio de su casa todo,* *haciendo del corral estercolero.* *Bien ensució el ramaje;* *mas la lluvia a su tiempo lo limpiaba.* *La tierra con la broza se abonaba,* *y el resultado fue del ruin ultraje* *que más fruta y mejor el árbol daba.* *Moraleja: A veces, queriendo hacer un mal, hacemos un bien.*
☐Infer feelings and emotions in a given selection.	1. Have the students pick out four comic strips in a Spanish newspaper and cover the captions. Ask the students to write captions for all of these cartoons. Finally, compare the students' captions with ones in the newspaper. Do they show similar emotions? 2. Write the following words on the board: *alegría aturdimiento felicidad miedo* *dolor cólera tristeza agitación* *amor pena orgullo sorpresa* Have individual students act out the meaning of the words written on the board. Let the other students guess which word the student is describing. Discuss with students in which circumstances a person would show each particular emotion. 3. Have students select a magazine picture depicting an emotion and ask them to write a paragraph describing the picture using words that indicate sound, smell, taste and feeling. 4. Have students read a given selection from *"Galería hispánica"* and ask them to write a paragraph about specific feelings and emotions inferred from the selection.

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OBJECTIVE	SAMPLE ACTIVITIES
☐Determine the difference between fiction and non-fiction.	Find an essay from a Spanish science book which gives theories on how the universe was formed. Ask the pupils to read the selection. Discuss with the class what a theory in science is and that there are observable facts which lead to a theory. (In this case, astronomers have postulated these theories through observations of the heavens.) Point out that this kind of essay is nonfiction, because it is based on observation and evidence. Ask students to recall any science fiction movies or television programs which they have seen. Point out that some parts of the film story may use science facts, but that the story itself is fiction, since the writers make up the plot from their imagination. Give students a jumbled list of topics, story titles, etc. which are quite obviously fiction and non-fiction (at least 20). Direct them to divide the list into two groups and to name each group.
☐Differentiate between myths and legends	1. Provide the students with a list of books of fables and legends. Explain to the pupils the differences between myths and legends and ask them to find the meaning of these words in the dictionary. Ask the students to select books from the list and read a fable and a legend. Have a class discussion about some of the fables and legends read and ask the students to explain differences between myths and legends using specific examples.
☐Introduce the basic concepts needed for translation skills.	1. Refer to "*Mejora tu español*", Unit II, and to Legorburu, "*Español 6*", pp.29-40; 79-81; 154; 157; 2. Have the students practice using a bilingual dictionary Spanish-English, English-Spanish. Ask students to translate chosen words from English Language Arts textbooks. Also have them practice translating sentences and paragraphs. For example, ask them to translate their favorite (English) hit-parade song into Spanish.
• **LANGUAGE AND MECHANICS**	Follow activities given in Legorburu "*Español 6*".

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OBJECTIVE	SAMPLE ACTIVITIES
•CULTURAL DIMENSIONS	
□Reinforce previously taught skills in the area of cultural awareness.	Use level 2 materials to reinforce all previously taught skills in the area of cultural awareness.
□Create or improve self-image through the study of the lives and actions of 20th Century Spanish American historical figures, writers, artists and musicians.	1. Have the students do research in the library and/or show a few biographical films, if available, about famous 20th Century Spanish and Hispanic-American politicians, writers, artists, and musicians. Have the students take notes and discuss the biographies and accomplishments of these famous people. *In addition, have the students select the individual they admire most and, in a fully developed composition, give the reason(s) why. 2. Have the students do research in the library in order to write a report on the famous Spanish and Hispanic-American writers who have won the Nobel Prize of Literature.
□Study the geography and an introduction to the history of the various Spanish speaking countries.	1. Have the students write fully developed compositions about the history and/or geography of the Hispanic-American country of their choice.

INSTRUCTIONAL MATERIALS - SPANISH-S 2

State Adopted Materials

1. Legorburu. "Español 6," 1st edition. 1978-80
2. Portilla and Varela. "Mejora tu español," 1st edition. Regents, 1979
3. Adey and others. "Galería hispanica," 3rd edition. Webster Division, 1977

Supplementary Materials

1. Legorburu. "Ortografía del español," 1er Nivel, S.M. Ediciones
2. Almendros. "Pueblos y leyendas." Teide
3. Artae. "Pueblos y leyendas: Cuaderno de trabajo." Teide
4. Elejalde. "Los caminos de la paz."
5. Santillana. "Pueblos y costumbres.", S.M. Ediciones

SPANISH-S 3

TITLE: SPAN-S 3R Spanish-S 3 Regular

COURSE: 750930

DESCRIPTION: This one year course is a study of the basic principles of communication through T.V., radio and print, including library research, data gathering and the writing of news articles. The development of vocabulary and writing skills is continued through letter writing, and the analysis, preparation and discussion of a variety of media communication.

SELECTION CONSIDERATIONS: The student is expected to have completed either 750920 or 750925, or their equivalent. Florida Scholar's Program (Grades 8-12)

TITLE: SPAN-S 3A Spanish-S 3

COURSE: 750935

DESCRIPTION: This one year course is a study of the basic principles of communication through an analysis of different types of media, including library research, data gathering and writing of news articles. The course progresses into the study of selected literary works in prose and poetry as a basis for growth in interpretative skills and vocabulary, with analysis focusing on words of Greek and Latin origins.

SELECTION CONSIDERATIONS: The student is expected to have completed 750925, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 8-12)

• **COMMUNICATION SKILLS**: Oral and Written

- ☐ Reinforce previously taught communication skills
- ☐ Write compound sentences
- ☐ Write a composition on a given topic of approximately 100-150 words
- ☐ Write a business letter
- ☐ Write newspaper articles and editorials
- ☐ Write advertisements and invitations
- ☐ Take dictation which emphasizes *parónimos* and *homónimos*
- ☐ Write a title for a given situation
- ☐ Identify the elements of a novel: plot, character, setting, and theme
- ☐ Distinguish between fact and opinion
- ☐ Identify an unstated opinion
- ☐ Form a conclusion after reading a selection
- ☐ Write an outline after reading a given selection or before writing a composition
- ☐ Work on the development of basic translation skills

• **LANGUAGE AND MECHANICS**

- ☐ Reinforce all previously taught grammatical skills
- ☐ Recognize and use the following parts of the sentence:
  a. nouns - *abstracto, concreto, individual, colectivo*
  b. adjectives - *determinativo, indefinido, apócope del adjetivo, grados del adjetivo*
  c. nouns that become adjectives
  d. pronouns - *relativo, indefinido, interrogativo, variantes pronominales*
  e. prepositions and conjunctions
  f. articles
- ☐ Differentiate and recognize the role of the position of adjectives
- ☐ Use the appropriate forms of the verbs for the following tenses:
  a. indicative mood - compound tenses
  b. subjunctive mood - simple and compound tenses
  c. imperative mood
- ☐ Recognize, identify and use the following types of verbs - *transitivos, intransitivos, reflexivos, recíprocos, impersonales*
- ☐ Identify and use correctly the following - *accidentes del verbo: voz, modo, tiempo, número y persona*
- ☐ Recognize and use in given sentences - *complementos del verbo: directo, indirecto y circunstancial*
- ☐ Place the accents correctly
- ☐ Review syntactical analysis of subordinated clauses

• **CULTURAL DIMENSIONS**

- ☐ Reinforce previously taught skills in the area of cultural awareness
- ☐ Use printed, visual and audio media in order to further expand knowledge and awareness of the Spanish and Hispanic American contemporary culture(s)
- ☐ Library research on given literary and historical figures

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OBJECTIVE	SAMPLE ACTIVITIES
• **COMMUNICATION SKILLS:** Oral and Written ☐Reinforce all previously taught communication skills.	Practice Spanish-S 2 activities, using level III textbooks and other available materials.
☐Write compound sentences.	1. Review simple sentences. Refer to: Legorburu, "*Español 7*", pp. 95-100, "*Español 8*", pp. 120-123. 2. Write two or three simple sentences on the board such as: (a) *Pedro lee mucho.* (b) *Pedro comprende muy poco.* Ask the students to combine two simple sentences into one compound sentence. Lead them to the understanding that a compound sentence has more than one predicate. Example: *Pedro lee mucho, pero comprende muy poco.* 3. Have the students write a paragraph or paragraphs containing: (a) *Oraciones compuestas coordinadas* (b) *Oraciones compuestas yuxtapuestas* (c) *Oraciones compuestas subordinadas* Refer to: Legorburu, "*Español 8*", pp. 128-130; 134-137.
☐Write a composition on a given topic of approximately 100-150 words.	1. Review the different manifestations of literary creation. Refer to: Legorburu, "*Español 7*", pp. 101-108; and "*Español 8*", pp. 144-159. 2. Have students write compositions of approximately 100-150 words about different topics such as: (a) *Una anécdota* (b) *Un incendio* (c) *Un diálogo por teléfono* (d) *El amor* (e) *¿Qué quiero ser? ¿Por qué?* (f) *Si yo fuera rico* Refer to: Legorburu, "*Español 7*", pp. 101-108.

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OBJECTIVE	SAMPLE ACTIVITIES
	Ask the students to read their compositions to each other, to discuss the various topics and to evaluate the writings. Let them decide who wrote the best composition. Refer to: *"Evaluación de una composición"* in the last section of this Course of Study. *3. Ask the students to bring in newspaper articles about problems which young people are facing. Have the students discuss the various articles in small groups and then select one about which they will write a composition.
☐ Write a business letter.	1. Have students write a business letter. If students need instruction on proper forms, on the board, draw the form for a business letter. Example: Refer to: Legorburu, "*Español 7*", pp. 104-106; and "*Español 8*",pp. 160-163. 2. Have a student write in his/her return address on the chalkboard form. Have other students write in the date, inside address, salutation, body, closing, and signature. 3. Give the students a situation which would require a letter: (a) *de solicitud* (b) *de pedidos* (c) *de presentación* (d) *de compra* (e) *de oferta* (f) *de informes* (g) *de recomendación* (h) *de crédito* (i) *de cobro* (j) *de queja o reclamación*

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OBJECTIVE	SAMPLE ACTIVITIES
	Emphasize the characteristics of a good business letter: *discreción, claridad, precisión, prontitud, cortesía, naturalidad, cohesión, fuerza, limpieza y sencillez.* Refer to Nic-Nac: Activity Cards.
☐Write newspaper articles and editorials.	1. Have the students answer the following questions: (a) Why do people bother to write newspapers? (b) What sort of information is published? (c) Why is this a source of information? (d) List the names of the Spanish newspapers of Dade County. 2. Have the students hold a mock press conference. Select a reporter and ask him/her to prepare questions beforehand. Have two students be celebrities. Have the students write an article on the press conference. 3. Have the students write a feature story trying to get laughs or tears from the readers. 4. Have the students find a specific section of a Spanish newspaper, read it, then following specific instructions, write an article about it. Example: have students find the football or baseball standings in the sports section. Ask them to make a scrapbook. Finally, have pupils write an article about their favorite team. *5. Have the students find a section about important people in the community. Have them research and write a news story about an important person of their choice. *6. Have the students find the editorial page of a Spanish newspaper. Ask them to copy three statements on the editorial page and write an editorial on a subject discussed on the editorial page. 7. Have the students find an editorial column in Spanish that arouses emotional response and ask them to re-write it in their own style as an objective newspaper article. 8. Have the students write their own Spanish school newspaper. Divide the class in groups in order to have each group work on different sections of the school paper. Have the students take different roles such as editors, reporters, illustrators, etc.
☐Write advertisements and invitations.	1. Have the students write a newspaper ad to advertise: a. an item for sale b. an available employment position

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OBJECTIVE	SAMPLE ACTIVITIES
	c. a pet up for adoption 2. Have the students bring to class a copy of the classified section of the newspaper. 3. Have the students compare their ads to the ones in the newspaper. 4. Have the students write an invitation to: a. a surprise birthday party b. an open house at school c. back to school night d. a class party
☐Take dictation which emphasizes *parónimos* and *homónimos*.	1. Dictate paragraphs containing *parónimos* such as: *caza - casa; acto - apto; acaso - ocaso* also paragraphs containing *homónimos* such as: *vino (del verbo venir)* and *vino (bebida alcohólica)* 2. Review use of accents in monosyllabic words. Refer to: Legorburu, "*Ortografía del español, 2° Nivel* ", Dictactions, pp. 23; 51-54; 64-67 or other available spelling textbooks.
☐Write a title for a given situation.	1. Without explaining to the class, list on the chalkboard all the students in the room who have on the color blue. Ask the class why these names are on the board. Let the students brainstorm until someone names the color blue. Explain that all the students listed are placed in a group called "Wearing the Color Blue". Write the name of this group on the board. Continue this for several other characteristics, such as: (a) all those wearing tennis shoes (b) all those with striped shirts (c) all girls with earrings Do the last two groupings verbally so that students may give appropriate titles for each group. 2. Have the class read and discuss a selection taken from "*Tesoro hispánico*" such as: "*Canción del pirata*" pp. 210-213. Ask the students to summarize

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OBJECTIVE	SAMPLE ACTIVITIES
	the reading and write a different title for this literary work. This activity can be also practiced using any other available literature book and/or A.V. materials. 3. Have the students choose a picture of current interest or concern from a Spanish newspaper or magazine. Tell them that the title must convey the main idea in an interesting way.
☐Identify the elements of a novel: plot, character, setting, and theme.	1. Have the students read a novel and have them identify the following: plot, characters, setting, and theme. *In addition, have the students write a composition about the problems the main characters face. 2. Have the students read a novel and ask them to describe the characters in the novel. Discuss how character, setting, and plot work together to unify the novel. *Have the students write a composition explaining the differences between plot and theme in a given novel. 3. Have the students read a novel and list key words which describe the setting of the given novel. Have them write a composition using these words.
☐Distinguish between fact and opinion.	1. Have the students read an editorial and ask them to circle sentences that are based on opinion. *2. Have the students select a controversial school event and conduct a survey in order to list the pro and con opinion.
☐Identify an unstated opinion.	1. Duplicate the following sentences: (a) *Cuesta mucho comprar, operar y mantener un carro.* (b) *El jugo de naranja es muy bueno para el catarro y para dar energía.* (c) *El equipo de balompié Miami Toros es muy indisciplinado.* (d) *La televisión destruye la creatividad de los niños y los hace haraganes.* (e) *El doctor le dijo al atleta que pudiera ser que el tobillo le quedara lastimado permanentemente.* Ask a student to read aloud the first sentence, and ask him/her to give unstated opinions as to why the statement was made.
☐Form a conclusion after reading a selection.	1. Have the students read a given selection from "*Tesoro hispánico*", and form a conclusion about it.

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OBJECTIVE	SAMPLE ACTIVITIES
	Example: Have the pupils read, "*De lo que aconteció a un mancebo que se casó con una mujer muy fuerte y muy brava*", written by Don Juan Manuel. Ask them to write compositions about possible conclusions from this selection. Examples of topics: (a) *¿Por qué hablaría el rico así?* (b) *¿Será posible justificar las acciones del mancebo?* (c) *¿En un matrimonio, valdrá la pena la obediencia sin amor?* (d) *¿Serán felices de veras estos dos personajes?* (e) *¿Por qué no triunfó el suegro?*
☐Write an outline after reading a given selection or before writing a composition.	1. Have the students learn the basic steps in writing an outline. Emphasize that a good outline will help them to develop their ideas in an orderly way. Duplicate the following form and have them fill in the outline blanks after reading a given selection taken from "*Tesoro hispánico*, such as "*Doña Perfecta*", by *Benito Pérez Galdós*, pp. 141-153; and "*Doña Bárbara*", by *Rómulo Gallegos*, pp. 103-108 *Tema*: *Título tentativo*: *Lo que espero demostrar*: I. _____ A. _____ 1. _____ 2. _____ B. _____ 1. _____ 2. _____

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OBJECTIVE	SAMPLE ACTIVITIES
	II. _____ A. _____ 1. _____ 2. _____ B. _____ 1. _____ 2. _____ III. _____ A. _____ 1. _____ 2. _____ B. _____ 1. _____ 2. _____ 2. Have the students write an outline using the above mentioned form before writing a composition on a given topic, i.e., compare the two female characters of the 2 literary masterpieces suggested: *"Doña Perfecta"*, *"Doña Bárbara"*. Remind the students that an outline gives the main ideas of a subject, and that it is a writer's plan for a theme.
☐ Work on the development of basic translation skills.	1. Have the students practice using the bilingual dictionary, Spanish-English, English-Spanish. Ask pupils to translate short selections taken from Language Arts textbooks. 2. Ask the students to fill in the blanks with the correct Spanish word in exercises such as: (a) lunch _____ (b) library _____ (c) typing _____

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OBJECTIVE	SAMPLE ACTIVITIES
	(d) cash _____ (e) part-time _____ (f) full-time _____ (g) weekend _____ Refer to: Legorburu, "*Español 8*", pp. 19-21. 3. Have the students translate the following idioms (*modismos*) or sayings. Examples: Translate into English the following Spanish idioms: - *Cargar con el muerto* - *Lo puso como un trapo* - *No quisiera estar en tu pellejo* - *El que se fue a Sevilla perdió su silla* - *Hacerse el chivo loco* - *Venir como anillo al dedo* Translate into Spanish the following English idioms: - I don't want to be in your shoes - Loosers, weepers; finders, keepers - I smell a rat - You are pulling my leg 4. Take the students on a field trip to the U.S. District Court in order to have the students observe the language interpretations (translations) in a court situation.
•LANGUAGE AND MECHANICS	Follow the activities given in Legorburu, "*Español 7*" and "*Español 8*".
•CULTURAL DIMENSIONS	
☐Reinforce previously taught skills in the area of cultural awareness.	1. Refer to Spanish-S 1 and Spanish-S 2 Cultural Dimension activities.
☐Use the printed, visual and audio media in order to further expand knowledge and awareness of the Spanish and Hispanic American contemporary culture(s).	1. Ask the students to give oral and/or written reports about specific articles taken from Spanish newspapers and magazines. For example, have pupils write reports about cultural events of the Miami Hispanic Community. 2. Ask the students to give oral and/or written reports about special Spanish and T.V. cultural programs

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OBJECTIVE	SAMPLE ACTIVITIES
	such as: *Fronteras de la mente* (Unión Radio); *300 Millones*, (Channel 23), etc. 3. Show cultural films and/or filmstrips in order to have the students take notes and make group presentations about given topics such as: (a) *Eventos importantes en la historia de países latinoamericanos.* (b) *Un festival de música folklórica.* (c) *Significación de la Semana de la Hispanidad.* 4. Show (video) recorded T.V. programs which deal with interrelationships within the Hispanic family such as *¿Qué pasa U.S.A.?* Have students dramatize given situations taken from this program.
☐Library research on given literary and historical figures.	1. Ask the students to write a mini-research paper, 2-3 pages, on: a. Federico García Lorca b. Benito Pérez Galdós c. Rómulo Gallegos d. José Martí e. Rubén Darío f. Moctezuma g. Atahualpa and Huáscar h. Cortés (others at teacher's discretion) 2. Have the students give part of their reports orally and with visuals whenever possible.

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INSTRUCTIONAL MATERIALS - SPANISH-S 3

State Adopted Materials

1. Legorburu, "Español 7," 1st edition. 1978-80
2. Legorburu, "Español 8," 1st edition. 1978-80
3. Portilla and Varela, "Mejora tu español", 1st edition. Regents 1979
4. Lado and others, "Tesoro hispánico", 2nd edition. Webster Division, 1982

Supplementary Materials

1. Espiñeira, Ramona. "Narraciones y leyendas"., 1979
2. "Quince aventuras históricas", Editorial Frer, S.A.
3. Molino, "Alfred Hitchcock" y los tres investigadores."
4. Pérez Galdós, "Marianela"
5. Legorburu, "Ortografía del español, 2° nivel". SM ediciones, 1980
6. Vilas, Santiago, "España: cultura y civilización". Regents Publishing

SPANISH-S 4

TITLE: SPAN-S 4R Regular An Introduction to Literature

COURSE: 750940

DESCRIPTION: A one year introductory course to literary appreciation, including historical highlights. This course will also focus on further enhancement of composition writing, oral presentation and discussion skills including vocabulary expansion.

SELECTION CONSIDERATIONS: The student is expected to have completed 750930 or 750935, or their equivalent. Florida Scholar's Program. (Grades 8-12)

TITLE: SPAN-S H Honors Introductory Survey of Literature

COURSE: 750945

DESCRIPTION: This one year honors course is a survey of literature. Selections and complete works from major Spanish authors will be read. Composition writing, research, oral presentation and discussion skills will be further developed.

SELECTION CONSIDERATIONS: The student is expected to have completed 750935, or its equivalent, and have teacher recommendation. Florida Scholar's Porgram. (Grades 9-12)

TITLE: SP-Bl Spanish Communication in the Business World

COURSE: 750948

DESCRIPTION: This one year course deals with the oral, writing, and listening skills needed in organization, management, and operation of a business. It further focuses on the building of grammar, vocabulary, effective expressions, proofreading, punctuation, spelling, capitalization, and abbreviation. The writing of business letters is a basic component of this course. Translation will be emphasized.

SELECTIONS CONSIDERATIONS: The student is expected to have completed 750930 or 750935, or their equivalent. (Grades 9-12).

•COMMUNICATION SKILLS: Oral and Written

- ☐ Reinforce previously taught communication skills
- ☐ Produce oral and written language free from English interferences
- ☐ Recognize the meaning of new words formed by the addition of prefixes and sufixes
- ☐ Write a 250-300 word composition
- ☐ Write an original composition of 150-200 words using simple, complex and compound sentences
- ☐ Evaluate and analyze the contents of a reading selection, e.g., informative, propaganda
- ☐ Write a summary of a specific selection
- ☐ Select and use the appropriate reference sources for specific topics

HONORS: in addition to the above

- ☐ Write an outline on a specific topic
- ☐ Write a short term paper

• LANGUAGE AND MECHANICS

- ☐ Reinforce all previously taught grammatical skills
- ☐ Recognize and use synonyms, antonyms, and euphemisms
- ☐ Use the active and/or passive voice appropriately
- ☐ Use the transition words or phrases to coordinate paragraphs
- ☐ Recognize and use simple and compound tenses in the subjunctive

• LITERARY SKILLS

- ☐ Count syllables in a verse
- ☐ Recognize poetic license
- ☐ Recognize the various rhyme patterns
- ☐ Differentiate between the various types of stanzas
- ☐ Recognize and use stylistic devices
- ☐ Classify the various literary genres
- ☐ Recognize the various theatrical forms present in drama
- ☐ Identify and organize literary movements, e.g., chronologically

HONORS: in addition to the above

- ☐ Recognize the unifying elements in a work of fiction
- ☐ Differentiate between theories of reality and illusion, e.g., the human capacity of accepting illusion as reality
- ☐ Cite sociological factors which influence characters and situations in fiction

• CULTURAL DIMENSIONS

- ☐ Reinforce all previously taught skills in the area of cultural awareness
- ☐ Review and analyze historical events of Spain, e.g., the Moorish influence on the culture and the language
- ☐ Demonstrate knowledge of the geography of Spain
- ☐ Relate art, music and philosophy to specific literary movements
- ☐ Study the historical events in Spain from the Middle Ages to the Renaissance

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OBJECTIVE	SAMPLE ACTIVITIES
•COMMUNICATION SKILLS: Oral and Written ☐Reinforce all previously taught communication skills.	Practice Spanish-S 3 activities using level 4 textbooks and other available materials.
☐Produce oral and written language free from English interferences.	1. Define barbarisms, anglicisms and archaic expressions. Refer to: Legorburu, "*Lengua y Literatura 9*", pp. 46-50; 54-60; and to: "*Español para el bilingüe*", pp. 46-49. 2. Translate materials in English into Spanish. Restructure material to conform to the structure of the Spanish language. Refer to: "*Español para el bilingüe*", pp. 34-39, Tales from the Old West and such stories.
☐Recognize the meaning of new words formed with the addition of prefixes and suffixes.	1. Give the students a list of the words of Latin and Greek origins. Ask them to divide the words in order to find the prefix, suffix and root. Discuss with the class the changes in meanings and the origins of the words. Refer to: Legorburu, "*Lengua y Literatura 9*", pp. 69-71; and from Hilda Perera, *"Ortografía"*, pp. 30-41. 2. Have the students write 5 words with prefixes and 5 words with suffixes. Have the students divide the words so as to find the prefixes and the suffixes. The words should be grouped and defined according to the prefixes and suffixes and to their uses.
☐Write complex sentences using subordinate clauses.	1. Have the students list some common conjunctions that they might remember. 2. Review conjunctions. Refer to: Legorburu, "*Lengua y Literatura 9* ", pp. 149-163; and to: *"Mejora tu español"*, pp. 175-177. 3. Review simple and compound sentences. Have students write original sentences and classify them as either simple or compound. Refer to: Legorburu, *"Lengua y Literatura 9"*, pp. 184-188. Refer to: Legorburu, "*Lengua y Literatura 9*", pp. 184-188. 4. List relative pronouns and explain how they are used. 5. Explain nominal subordinate clauses. 6. Explain adjective clauses.

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OBJECTIVE	SAMPLE ACTIVITIES
	7. Explain adverbial clauses. 8. Activities 5 to 7 refer to: Legorburu, "*Lengua y Literatura 9*", pp. 194-198. 9. Give the students sentences which contain at least one of each of the various types of sentences studied. 10. Have the students identify the clauses and their conjunctions. 11. Have the students write different types of clauses within original sentences. 12. Provide additional practice combining sentences.
☐ Write 250-300 word composition	1. Have the students organize a paragraph using simple, compound and subordinated sentences. Refer to: Legorburu, "*Lengua y Literatura 10*", pp. 67-82. 2. Identify the parts of the paragraph: a. Topic sentence b. Developing sentence(s) c. Transition and/or conclusion 3. Identify the paragraphs that make up a composition: a. Introductory paragraph b. Developing paragraph(s) c. Conclusion Refer to: Legorburu, "*Lengua y Literatura 9*", pp. 22-29; and to: "*Mejora tu español*", pp. 169-170; 197-204. 4. Using the work done on paragraphs, have the students write a composition on a topic chosen from the readings done in class. The students can expand on the topic. Give the opinion or support/differ from the author's point of view.
☐ Write an original composition of 150-200 words, using simple and complex sentences.	1. Review a previously written paragraph or composition to determine if simple, compound and complex sentences are used. 2. Have the students write an original composition of three paragraphs or more, using at least one simple, one compound and complex sentence per paragraph. 3. Using a previously written composition, have the students restructure, wherever possible, some of the

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OBJECTIVE	SAMPLE ACTIVITIES
	sentences to include simple, compound and complex sentences in each paragraph. 4. Choose a few of the previous restructured sentences and use them with the class to review if: a. the 3 types of sentencs are used b. there is an abuse of complex and compound sentences
□Evaluate and analyze the contents of a reading selection, e.g., informative, propaganda.	1. Given a selected reading the students will identify: a. the main characters b. secondary characters c. the main theme d. secondary theme(s) 2. From a given selection the students will divide the story into its corresponding parts: a. introduction b. development c. climax d. resolution 3. Support a given opinion by giving specific references from the reading selection. 4. Discuss the author's point of view and the way it is presented in the reading selection. Take into account the general historical setting and the author's philosophical ideas.
□Write a summary of a specific selection.	1. The students will summarize the story read and will include a character sketch and an overview of the main and secondary theme. The summary will be of approximately 250-300 words.
□Select and use the appropriate reference sources for specific topics.	1. Review the library catalog system. 2. Choose a topic and look up the entries in a dictionary and in an encyclopedia. Compare and contrast these entries. Look for: a. completeness b. specific details on the subject c. the usefulness of the information provided in each 3. Given a selected topic, have the student provide information gathered from three different sources, i.e., newspaper, dictionary, encyclopedia, etc,

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OBJECTIVE	SAMPLE ACTIVITIES
	4. Assign each student a well known person related to the literature, art, music or history studied. Have the student compare and contrast biographies and autobiographies to see how they differ. 5. Introduce the students to critical studies and their usefulness in research. 6. Given a specific and current topic, students will write a short paper to present in class.
HONORS ☐Write an outline on a specific topic.	Given a chosen topic the students are to write note cards from reference sources in preparation for a research paper. Prepare an outline of all the information to be used in the research paper. Be sure to use the outline of the paragraphs studied. 2. Review the outline prepared. Refer to: Legorburu, "*Lengua y Literatura 12*", pp. 24-27.
☐Write a short term paper.	Using the above outline the students will write a 3 to 4 page term paper related to the art, history, literature and philosophy studied in class. Suggested Topics: ART: Miguel Angel Leonardo da Vinci Rafael Plateresque style El Greco Jose Ribera Zurbaran Murillo HISTORY: Isabel la Católica Cristobal Colon Hernán Cortés Pizarro Ponce de Leon Fray Bartolome de las Casas LITERATURE: El Cid Santa Teresa de Jesús San Juan de la Cruz Miguel de Cervantes Calderon de la Barca (Other contemporary writers for the regular survey course).

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OBJECTIVE	SAMPLE ACTIVITIES
	PHILOSOPHY: Homer Sophocles Cicero Horace Dante Alighieri Petrarca Boccaccio Machiavelli Erasmo Descartes
•**LANGUAGE AND MECHANICS** ☐Reinforce all previously taught grammatical skills.	1. Practice Spanish-S 3 activities, usign level IV textbooks and other available material.
☐Recognize and use synonyms, antonyms, homonyms, and euphemisms	1. Give the students a list of words and ask them to write a synonym next to each word. Go around the room getting students responses. Some common words that could be used are: *donar* — *regalo* *adornar* — *convidar* *hablar* — *aroma* *rojo* — *nación* *quieto* — *maestro* *cálido* — *costumbre* *hurtar* — *veloz* *bondad* — *bolígrafo* *asno* Refer to: Legorburu, "*Lengua y Literatura 9*", pp. 79-87 for more written exercises. 2. Divide the class into two teams. Ask the students to write an antonym next to each of the words given, always keeping the same part of speech. Example: *fuerte* — *virtud* — *sur* *venta* — *orden* — *frío* *juventud* — *riqueza* — *orgullo* *salud* Refer to: Legorburu, "*Lengua y Literatura 9*", pp. 79-87 for more written exercises. 3. Words mean nothing in themselves; people give them meanings. Can we use words having the same meaning, but with different emotional contents?

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OBJECTIVE	SAMPLE ACTIVITIES
	Try an experiment with students. Ask them to write an euphemism for each of the following: *morir (fallecer)* *flaco (delgado)* *gordo (grueso)* *borracho (ebrio)* *vomitar (devolver)* *cura (sacerdote)* *vago (perezoso)* *haragán (perezoso)* Explain that people will sometimes substitute a word for another one if the first one sounds harsh or offensive. Consult Legorburu, "*Lengua y Literatura 9* ", p. 84 for exercises on homonyms. Refer to "*Ortografía* " by Hilda Perera.
☐Use the active and/ or passive voice appropriately.	1. Explain the active and passive voice using examples. Refer to Legorburu, "*Lengua y Literatura 9*", p. 126. Explain that in Spanish often *se* is used instead of the true passive voice. Examples: *se vende ...* *se habla ...* *se compra ...* *se alquila ...*
☐Use transition words or phrases to coordinate paragraphs.	1. Review conjunctions (See objective 4 - Communication Skills) 2. Recognize linking phrases between paragraphs in "*El paso de Yabebert*", in "*Lengua y Literatura 9*", pp. 347-351.
•LITERARY SKILLS ☐Count syllables in a verse.	Introduce students to versification. Refer to: Legorburu, "*Lengua y Literatura 9* ", pp. 208-217.
☐Recognize poetic licence.	1. Introduce students to: a. *sinalefa* b. *diéresis* c. *sinéresis* d. *hiato* Refer to: Legorburu, "*Lengua y Literatura 9*", pp. 218-220.

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OBJECTIVE	SAMPLE ACTIVITIES
	2. Give the students a series of verses in which to identify poetic license.
☐Recognize the various rhyme patterns.	1. Define: a. *rima asonante* b. *rima consonante* c. *verso libre* Refer to: Legorburu, *"Lengua y Literatura 9"*, pp. 210-212. 2. Students are to write simple verses using: a. *rima asonante* b. *rima consonante* c. *verso libre* 3. Review the verses written and check for simple errors.
☐Differentiate between the various types of stanzas.	1. Identify: a. *pareados* b. *tercetos* c. *cuartetos* d. *serventesio* e. *redondilla* f. *cuarteta* g. *quinteto* h. *quintilla* i. *octava real* j. *octava italiana* k. *décima* Refer to: Legorburu, *"Lengua y Literatura 9"*, pp. 224-229.
☐Recognize and use stylistic devices.	1. Introduce students to stylistic devices. Refer to: Legorburu, *"Lengua y Literatura 9"*, pp. 234-238. 2. Give the students a series of verses in which they identify the stylistic devices studied: a. *epíteto* b. *repetición* c. *hipérbole* d. *personificación* e. *contraste* f. *pleonasmo* g. *retruécano* h. *hipérbaton* i. *elipsis* j. *ironía* k. *paradoja* l. *perífrasis* m. *comparación/símil* n. *metáfora* o. *alegoría* p. *símbolo* 3. Students will write simple sentences using a series of the stylistic devices studied.

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OBJECTIVE	SAMPLE ACTIVITIES
☐Classify the various literary genres.	1. Introduce students to literary genre. Refer to: Legorburu, "*Lengua y Literatura 9*", pp. 243-245, 246-250, 253-258; and to Legorburu, Book 10, pp. 108-114; and to: Izquierdo, pp. 22-23, 73-153. 2. Read representative literary works from each genre, maintaining the sequence of a literary survey.
☐Recognize the various theatrical forms present in drama.	1. Introduce students to the theater and its manifestations. Refer to: Legorburu, "*Lengua y Literatura 9*", pp. 253-259. 2. Present to the students a recording of a theatrical presentation, i.e., "*La Verbena de la Paloma*". 3. Present to the students a film presentation of a literary theatrical presentation, i.e., *Fuente Ovejuna*".
☐Identify and organize literary movements, e.g., chronologically.	1. Using a chart, have the students keep the time periods of each literary movement chronologically. Include for each time period: a. history b. characteristics of each movement c. important writers d. representative works of literature e. important artists f. representative works of art g. important musicians h. representative musical selections i. important discoveries See chart on p. 58
☐Recognize the unifying elements in a work of fiction.	1. Explain that in a work of fiction there are three elements: a. plot b. characters c. setting 2. Explain that all three elements are always present in a work of fiction: a. If the characters are emphasized the work will be psychological in nature. b. If the plot or action is emphasized the work will be of adventure or a picaresque novel. (Explain the term picaresque).

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OBJECTIVE	SAMPLE ACTIVITIES
	c. If the setting is emphasized, the work will be social in nature. It will deal with customs and will be defined as "*costumbrista* ". 3. Give examples of each of the types by choosing from the reading list representative selections. 4. Have the students read "*El Lazarillo de Tormes*" and determine which category best describes the work, (see #2 above).
☐Differentiate between theories of reality and illusion, e.g., the human capacity of reality.	1. Have the students read "*La vida es sueño*" by *Pedro Calderón de la Barca*. 2. Introduce the philosophy of René Descartes. 3. Have a group of students research Descartes' life and philosophy to be presented in class. 4. Explain Descartes' quotation: "I think, therefore I am". 5. Conduct a discussion on reality vs. fantasy or illusion. a. Are our thoughts real? b. Do we see, touch, or smell them? c. Is the objective reality that surrounds us unalterable, forever unchanging? 6. What is reality for *Segismundo* in "*La vida es sueño*" a. Are his thoughts real? b. Are his surroundings real? c. Is his existence real? Can he be read if his existence is ignored by the world? 7. Have we ever experienced dreams that have felt real? 8. Have we ever gone through a live experience thinking it was a dream? 9. Have the students define mysticism. Give the students a list of names of saints associated with mysticism and analyze why they are classified as being mystics by writing a short paper, (1-2 pages) on the lives of these people. a. *Santa Teresa de Jesús* b. *San Juan de Ávila* c. *Fray Luis de Granada*

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OBJECTIVE	SAMPLE ACTIVITIES
	d. *San Juan de la Cruz* e. *San Ignacio de Loyola* f. *San Martín de Porras* Read representative works by: a. *Santa Teresa de Jesús* b. *San Juan de la Cruz* Analyze the mystic aspect of these works. 10. Read passages from *"El Ingenioso Hidalgo Don Quijote de la Mancha"*. 11. Have a class discussion on the character of *Don Quijote*. a. Are we all a little like *Don Quijote*? b. Discuss the characteristics of Sancho 12. What is the definition of psychosis? a. How does psychosis affect the ability to cope with the idea of illusion vs. reality? b. Focus on the world of evasion of the *"Églogas"* by *Garcilaso de la Vega*.
□Cite sociological factors which influence characters and situations in a work of fiction.	After reading the following works, have the students explain how the given sociological factors influenced the main characters. 1. Poverty vs. wealth: a. *"Lazarillo de Tormes"* b. *"La Celestina"* 2. Authority vs. obedience: a. *"El cantar de Mio Cid"* b. Melibea in: *"La Celestina"* c. Rosaura in: *"La vida es sueño"* d. *"Fuenteovejuna"* 3. Inherited vs. acquired nobility: a. *"El cantar de Mio Cid"* b. *"El conde Lucanor"* 4. Delinquency: a. *"El Lazarillo de Tormes"*

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HOJAS DE LA LITERATURA - BOSQUEJO DE LA LITERATURA ESPAÑOLA

PERIODO HISTORICO	LOS MOVIMIENTOS Y SUS CARACTERISTICAS	AUTORES Y SUS OBRAS
SIGLO DE ORO - SIGLO XVI AL XVII Llega a España tardíamente. Llega a una sociedad feudal y guerrera. Surgen conflictos entre el pensamiento religioso y el pensamiento renacentista. El renacimiento español fue ayudado por los reyes católicos que prepararon la unificación de España. Se establece la imprenta y se publica la primera "Gramatica Castellana." Desde el año 1517, en que sube al trono Carlos I, comienza la producción literaria española. Durante el reinado de su hijo, Felipe II, la arquitectura, la pintura y las bellas artes logran su mayor auge. Se intensifican las actividades de la Inquisición. Se intensifica la acción en las colonias americanas. Se divulga la leyenda negra. 1571— la batalla de Lepanto 1588-- derrota de la Armada Invencible	El móvimiento que finaliza la Edad Media y da comienzo a la Edad Moderna se conoce con el nombre de: **EL RENACIMIENTO** RASGOS: - Veneración a lo antiguo - Desprecio de lo vulgar - Ruptura con lo tradicional - Estudio de la naturaleza - Independencia de la razón - Sentido crítico. - El hombre se constituye en el centro de sí mismo. CONSECUENCIAS: - Secularización de la vida - Individualismo/humanismo - Afirmación del capitalismo - Brillantez artística - Fe en el progreso - Avance científico - Afirmación de las nacionalidades.	POESÍA CLÁSICA a. Garcilaso de la Vega b. Fray Luis de Leon MÍSTICOS: a. Santa Teresa de Ávila b. San Juan de la Cruz NOVELAS DE CABALLERÍA a. El Amadís de Gaula EL TEATRO: a. la Celestina LA NOVELA PICARESCA: a. El Lazarillo de Tormes b. La vida del Buscón-Quevedo LA MÁXIMA EXPRESIÓN DE LA LITERATURA ESPAÑOLA "El ingenioso hidalgo Don Quijote de la Mancha" Miguel de Cervantes Saavedra EL SEGUNDO RENACIMIENTO: El Barroco EL CULTERANISMO: a. Luis de Argote de Góngora EL CONCEPTISMO: a. Francisco de Quevedo EL TEATRO: a. Lope de Vega b. Tirso de Molina c. Calderón de la Barca

OBJECTIVE	SAMPLE ACTIVITIES
CULTURAL DIMENSION	
☐Reinforce all previously taught skills in the area of cultural awareness.	1. Use level IV material to review all previously taught skills of cultural awareness.
☐Demonstrate knowledge of the geography of Spain.	1. On a map of Spain: a. Label the regions/provinces of Spain b. Label the regional capitals c. Label rivers d. Label mountains e. Label political and geographical boundaries f. Natural resources g. Industrial areas/products
☐Review and analyze historical events of Spain, e.g., the Moorish influence on the culture and the language.	1. Study the linguistic influence of Arabic on Spanish. 2. Study the architectural influence of the Moors on Southern Spain. 3. Study the influence of the Moors on the political development of Spain. 4. Study the philosophical influence of the Moors on Spanish thought. 5. Study the influence of the Arabs on Spanish commerce and economics.
☐Relate art and music to specific literary movements.	1. Study the influence of Moorish art on the developing Spanish art. 2. Study the influence of Moorish and European music on the music of Spain. 3. Study the influence of European art on Spanish art.
☐Study the historical events in Spain from the Middle Ages to the Renaissance.	1. Make charts of the historical events by time period. a. dates b. names (historical figures) c. countries of influence d. military and political events
☐Review and analyze the Renaissance and its ramifications in Spain.	1. List and analyze the philosophical changes that came about with the coming of the Renaissance. Refer to: Legorburu, "*Lengua y Literatura 9*", p. 239; and to "*Lengua y Literatura 10*", p. 132. 2. Study how these changes influenced the literature, politics and religious beliefs of Spain.

OBJECTIVE	SAMPLE ACTIVITIES
☐Analyze the events that led to the defeat of the Spanish Armada	1. Study the ideological and philosophical differences between England and Spain. 2. Study the problems that were created by Spain's ventures into the New World and England's naval supremacy.
☐Analyze the development of the Spanish empire in the New World.	1. Study Columbus' original justification for his undertaking. 2. Analyze the reason why the Queen gave her support to the undertaking. 3. Study the religious mission of Spain in the New World.

INSTRUCTIONAL MATERIALS - SPANISH-S 4

State Adopted Materials (For all Spanish-S 4 courses including honors)

1. Legorburu. "Lengua y literatura 9," 1979
2. Legorburu. "Lengua y literatura 10," 1979
3. Portilla y Varela. "Mejora tu español," 1st edition, Regents, 1979

Supplementary Materials

1. O'Neil and Budwick. "Calidoscopio español", Ginn and Company, 1967
2. Anonymous. "Cantar de Mío Cid"
3. Anonymous. "Lazarillo de Tormes"
4. Fernando de Rojas. "La Celestina"
5. Miguel de Cervantes. "Don Quijote de la Mancha"
6. Tirso de Molina. "El burlador de Sevilla "
7. "Ocho siglos de cuentos y leyendas de España", Regents

SPANISH-S 4 HONORS

Supplementary Materials In addition to the above

1. "Introducción a la literatura española". Edited by Francisco Pérez Rivera and Mario Hurtado, 1982
2. "Ocho siglos de cuentos y narraciones de España", Regents

Selected Readings from the following list: (in addition to the above)

1. Don Juan Manuel. "El Conde Lucanor"
2. Arcipreste de Hita. "Libro de buen amor"
3. Garcilaso de la Vega. "Églogas"
4. Miguel de Cervantes. "Novelas ejemplares"
5. Lope de Vega. "Fuenteovejuna"
6. Francisco de Quevedo. "Historia de la vida del Buscón"
7. Calderón de la Barca. "La vida es sueño"
8. Fray Luis de León; selected poems
9. Santa Teresa de Jesús, excerpts
10. San Luis de León, excerpts
11. Luis de Góngora y Argote, excerpts
12. Garcilaso de la Vega, excerpts

SPANISH-S 5

TITLE: SPAN-S 5R Spanish-S 5 Regular

COURSE: 750950

DESCRIPTION: This one year course is a continuation of the literary survey using literature as a basis for the improvement of skills in paragraph and composition writing, summarizing, and oral and written presentations.

SELECTION CONSIDERATIONS: The student is expected to have completed 750940 or 750945, or 750948, or their equivalent. Florida Scholar's Program. (Grades 9-12)

TITLE: SPAN-S B2 Spanish Shorthand-Speedbuilding, Dictation/Transcribition

COURSE: 750958

DESCRIPTION: This one year course focuses on the development of skills in transcribing dictation in Spanish, shorthand, and translation. It also emphasizes the development of vocabulary and Spanish business terms.

SELECTION CONSIDERATIONS: The student is expected to have completed 750948, or its equivalent.

SPANISH-S 5

• **COMMUNICATION SKILLS:** Oral and Written

- ☐ Reinforce all previously taught communication skills
- ☐ Recognize and use the following forms of the spoken language: dialog, conversation, debate, roundtable, panel discussion, interview, oratory
- ☐ Recognize and produce exposition, narrration, description and dialog writing
- ☐ Summarize the plot of a novel
- ☐ Write an outline for a novel
- ☐ Adapt a section of a novel into dialog form
- ☐ Write a book report on an assigned novel
- ☐ Identify linguistic regionalisms
- ☐ Associate words with their connotative meaning

• **LANGUAGE AND MECHANICS**

- ☐ Reinforce all previously taught grammatical skills
- ☐ Recognize and use the following parts of speech: adverbs, interjections, irregular verb forms in all moods and tenses
- ☐ Recognize and use types of subordinated clauses i.e., nominal, adverbial, adjectival
- ☐ Spell correctly words with a high frequency of error
- ☐ Increase vocabulary e.g., through reading selections
- ☐ Develop translation skills

• **LITERARY SKILLS**

- ☐ Reinforce all previously taught literary skills
- ☐ Analyze the development of the novel
- ☐ Identify the parts of the novel: theme, plot, character, setting
- ☐ Distinguish historical characters from non-historical characters and events in a work of fiction
- ☐ Identify the author's purpose, tone and/or bias
- ☐ Compare and contrast, in literature, the relationships between individuals and between individuals and their environment
- ☐ Identify instances of social conflicts in literature
- ☐ Identify and examine literary movements

• **CULTURAL DIMENSIONS**

- ☐ Reinforce all previously taught skills in the area of cultural awareness
- ☐ Relate XVIII and XIX Century historical events in Spain to historical events in South and Central America

OBJECTIVE	SAMPLE ACTIVITIES
•COMMUNICATION SKILLS	
☐Reinforce all previously taught communication skills.	Using level V materials, reinforce all previously taught communication skills.
☐Recognize and be able to use the following forms of the spoken language: dialog, conversation, debate, roundtable, panel discussion, interview, oratory.	1. Have the students identify the different forms of spoken language by listening to recording or by examples in the classroom. 2. Prepare the students to use the forms identified by having them write an example of a few selected forms. 3. Divide the class into groups and have the students interview and tape a few individuals in the school, family or community, (i.e., principal, counselor, teacher, friend, parent, grandparent, doctor, community leader.) Refer to Legorburu, *"Lengua y literatura 10"*, pp. 91-96.
☐Recognize and produce exposition, narration, description and dialog writing.	1. Have the students identify the four forms. 2. Have the students write short, original examples of each. 3. Present to the students examples of each form in literature. Refer to Legorburu, " *Lengua y literatura 10"*, pp. 54-60; 99-102.
☐Summarize the plot of a novel.	Using the skills learned in Spanish-S 4, have the students write a concise summary of a short novel, such as *Cervantes "Novelas ejemplares."* The students should include in the summary: plot, character, author's point of view.
☐Write an outline for a novel.	Using the information gathered from the summary, the students are to: a. Outline the contents of a novel. b. Use the outline for an oral presentation in class. c. Using the outline, write a report on a novel.
☐Adapt a section of a novel into a dialog.	1. Have the students choose, or assign to them a reading selection. 2. Have the students outline the selection to identify the important points and personality traits of the characters. 3. Have the students write a dialog to be presented in class.

OBJECTIVE	SAMPLE ACTIVITIES
☐Write a book report on an assigned novel.	1. Assign each student a novel. Have each student write a report by following these steps: a. outline the selection b. summarize the action c. analyze the characters and their personality traits d. relate the historical moment to the selection Refer to Legorburu, "*Lengua y literatura 9* ", pp. 125-126 (Literary analysis techniques)
☐Identify linguistic regionalisms.	1. Have the students identify regionalisms in selection, i.e., "*El Inca*"," by Garcilaso de la Vega. a. Define the word or expression. b. Find a synonym for the word or expression. c. Analyze the impact of a regionalism on the literary selection.
☐Associate words with their connotative meaning.	1. Using the reading selection given, have the students deduct the meaning of new words from context. 2. Have the students find the definitions in a dictionary to verify the deduction established from the context.
•LANGUAGE AND MECHANICS ☐Reinforce all previously taught grammatical skills.	Using level IV materials reinforce all previously taught grammar skills.
☐Recognize and use the following parts of speech: adverbs, interjections, irregular verbs in all moods and tenses.	1. Give a series of sentences and have the students identify the known parts of speech. 2. Give a series of sentences with each type of adverb. Have the students identify the adverb according to the group to which it belongs: time, place, mood, quantity, negation, affirmation, doubt 3. Have the students make a chart of the adverbs for ready reference. 4. Give the students a list of interjections and have the students: a. identify their uses b. write a sentence with each interjection

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OBJECTIVE	SAMPLE ACTIVITIES
	5. Guide the students to analyze verbs as to their number, tense, and mood by: a. identifying tense and mood as to meaning b. conjugating representative forms of verbs in each tense and mood. Refer to Legorburu, *"Lengua y literatura 10"*, pp. 30-38; and *"Lengua y literatura 10 "*, pp. 99, 113, 130, 152, 180, 190, 209, 258, 270, 272, 287, 299, 325.
☐Recognize and use types of subordinated clauses, i.e., nominal, adverbvial, adjectival.	1. Give the students sentences representative of the the three types of subordinated sentences. Have the students analyze the function of the clause and the classification of each in class. 2. Have the students write a sentence representing each type of sentence. Refer to Legorburu, *"Lengua y literatura 10"*, pp. 67-73.
☐Spell correctly words with a high-frequency of error.	Have the students practice spelling patterns using: *y-ll; h-j-g; b-v; m-n; c-q.*
☐Increase vocabulary e.g., through reading selections.	1. Give the students vocabulary lists of words found in reading selected by the teacher. 2. For each word found on the list, have the students: a. define the word b. determine the part of speech c. list the derivations and the root word d. write a sentence with a group of words as selected by the teacher using a specified part of speech as found on the list e. correct sentences in class, orally and on the board f. find the word in the reading selection and see how it is used g. find synonyms and antonyms.
☐Develop translation skills.	1. Using classroom reading materials, have the students: a. translate from Spanish into English b. make a list of idiomatic expressions in each language. 2. Using the English language newspaper, have the students: a. translate from English into Spanish b. review their translations orally in class to correct any mistakes

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OBJECTIVE	SAMPLE ACTIVITIES
	c. compare and contrast language variations in student translations. d. determine the validity of the linguistic variation used in translation in view of the linguistic variations found in the people for which the translated materials are intended.
•LITERARY SKILLS	
☐Reinforce all previously taught literary skills.	Using level V material, reinforce all previously taught literary appreciation skills.
☐Analyze the development of the novel.	1. Have the students chart the development of the novel. 2. Identify the movements that have influenced the development of the novel. a. Racionalista b. Romántica c. Realista d. Naturalista 3. Have the students identify the periods to which these belong. 4. Have the students identify the movement to which the novels read in class belong. Refer to Legorburu, *"Lengua y literatura 10"*, pp. 204-251.
☐Identify the parts of the novel: theme, plot, character, setting.	After reading a series of novels in class and discussing the parts of the novel, have the students read a short novel and identify: theme, plot, character, setting.
☐Distinguish historical characters from non-historical characters and events in a work of fiction.	1. Give the students a reading selection and have them determine if the work is fiction or non-fiction. 2. Depending on the above classification, have the students identify the characters as fiction or non-fiction. 3. Have the students report orally on the non-fiction characters that they have found in the reading selections.
☐Identify the author's purpose, tone and/or bias.	1. Have the students read a selection which reflects the author's tone, purpose or prejudice.

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OBJECTIVE	SAMPLE ACTIVITIES
	2. After reading and discussing the general theme of the work, have the students analyze: a. the historical moment b. the author's point of view c. the author's intent in writing the selection d. the manner or language form used by the author e. the author's prejudice on the topic
☐Compare and contrast, in literature, the relationship between individuals and between individuals and their enviroment.	1. Have the students read "*Amalia*". 2. Have them examine how society and social structures determine the actions of the characters. 3. Have the students analyze how economic and political problems affect the literary production of an author and how these problems are reflected in his works. 4. Have students analyze how society imposes decisions on its members. i.e., "*Fuenteovejuna*"
☐Identify instances of social conflicts in literature.	1. Have the students read a selection with emphasis on social conditions, i.e., selections from "*Don Quijote*". 2. Have the students analyze the time period in which the work develops, looking for the social conflicts. 3. Have the students determine what the author's point of view is. 4. Have the students write a short essay on how the work reflects the society of the times.
☐Identify and examine literary movements.	1. Have the students organize chronologically all the authors whose works were read in class. 2. Have the students cross-reference the author's work with the literary movement to which it belongs. 3. Have the students analyze the literary movement and the effects it has on style and theme. 4. Cross-reference the literary movement to the historical events. 5. Have the students determine the influence of history on literature.

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OBJECTIVE	SAMPLE ACTIVITIES
• CULTURAL DIMENSIONS	
☐Reinforce all previously taught skills in the area of cultural awareness.	Using level V materials, reinforce all previously taught cultural materials.
☐Relate XVIII and XIX Century historical events in Spain to historical events in South and Central America.	1. Using a chart, outline the history of Spain in the XVIII and XIX centuries. Have the students include in the chart: a. political events b. military events c. discoveries 2. Chart the characteristics of the Age of Reason and the intelectual over the imaginative. 3. Analyze the subordination of individual freedom of the artist to the general norms. 4. Identify: a. Felipe V and the House of Borbón b. Carlos III c. Carlos IV 5. Identify and analyze the events and figures of the XIX Century: a. Fernando VII b. 1804 - Napoleón c. 1808 - José Bonaparte d. 1812 - the ousting of Bonaparte e. 1814 - the return of Fernando VII f. 1868 - the Glorious Revolution and the House of Borbón 6. Study the decadence of Spain: a. 1874 - return of the Borbones b. 1898 - the Spanish American War

INSTRUCTIONAL MATERIALS - SPANISH-S 5

State Adopted Materials

1. Legorburu. "Lengua y literatura 9", 1979
   "Lengua y literatura 10", 1979
   "Lengua y literatura 11", 1979

2. Portilla and Varela. "Mejora tu español", Regents, 1979

Supplementary Materials - Suggested Reading Selections

Short Stories

1. "Santiago Vilas". España: "Cultura y Civilización" Regents, 1974
2. Martín, Merrill & Valencia. "Calidoscopio de las Américas." Ginn & Company
3. "Cinco cuentistas contemporáneos." Prentice Hall
4. "Ocho siglos de cuentos y leyendas de España." Regents
5. "Antología de cuentos hispanoamericanos". Regents
6. "La Edad de Oro." Ediciones Universal
7. Clarín. "Adiós, Cordera y otros cuentos "
8. Armando Palacio Valdés. "Polifemo"
9. Emilia Pardo Bazán. "El gemelo"
10. Vicente Blasco Ibañez. "La pared"
11. Azorín. "Una lucecita roja"
12. Joaquín Aguirre Bellver. "El mudito alegre"
13. Ana María Matute. "Los niños tontos"
14. Rubén Darío. "La muerte de la emperatriz de la China"
15. Ricardo Palma. "El alacrán de Fray Gómez"
16. Javier de Viana. "La tísica"
17. A. Hernández Catá. "La galleguita"
18. Romúlo Gallegos. "El piano viejo"
19. M. Ángel Asturias. "La leyenda de la Tatuana"
20. G. García Márquez. "El ángel caído"
21. Jorge Luis Borges. "El sur"

NOVELS

1. Leandro Fernádez de Moratín. "El sí de las niñas"
2. José Mármol. "Amalia"
3. Jorge Isaacs. "María"
4. Benito Pérez Galdós. "Marianela" and "Fortunata y Jacinta"
5. Leopoldo Alas. "La Regenta"
6. A. Palacio Valdés. "La hermana San Sulpicio" and "El escándalo"
7. José María de Pereda. "Peñas arriba"
8. Jacinto Benavente. "La malquerida" and "Los intereses creados"
9. Esteban Echeverría. "El matadero"
10. D. Faustino Sarmiento. "Facundo"
11. Mariano Azuela. "Los de abajo"

PROSE AND DRAMA

Miguel de Cervantes
Fernán Caballero
Mariano José de Larra
Juan Eugenio de Hartzenbusch
Benito Pérez Galdós
Vicente Blasco Ibáñez
José Joaquín Fernández de Lizardi
Andrés Bello
José María Heredia
Florencio Sánchez

THEATER

Alonso de Ercilla
Juan Ruiz de Alarcón
Lope de Vega
Tirso de Molina
Pedro Calderón de La Barca
José Zorrilla
Garcilaso de la Vega
Pedro Antonio de Alarcón
Federico García Lorca
Abelardo López de Ayala
José Echegaray

POETRY

Duque de Rivas
José de Espronceda
Gustavo Adolfo Becquer
Samaniego
Iriarte
Ramón de Campoamor
El Inca Garcilaso de la Vega
Gertrudis Gómez de Avellaneda
José Asunción Silva
José Eusebio Caro
Juan Zorrilla de San Martín
José Hernández.
Antonio Machado

It is recommended that the teacher maintain a sequential order in the presentation of these authors, so as to facilitate the historical influences in relation to the literary and philosophical developments.

SPANISH-S 6

TITLE: SPAN-S 6R Language and Literature

COURSE: 750960

DESCRIPTION: This one year course focuses on Spanish and Spanish-American literature primarily stressing 19th century writers. Emphasis will be placed on creative writing, oral presentation, interpretation and analysis skills.

SELECTION CONSIDERATIONS: The student is expected to have completed 750950 or its equivalent. Florida Scholar's Program. (Grades 9-12)

• **COMMUNICATION SKILLS:** Oral and Written

- ☐ Reinforce all previously taught communication skills.
- ☐ Write a descriptive composition using vivid language.
- ☐ Write a narrative based on personal experience.
- ☐ Write an essay on a given topic.
- ☐ Produce an original skit.
- ☐ Analyze and discuss given reading selections.
- ☐ Present and defend an opinion or a point of view.

• **LANGUAGE AND MECHANICS**

- ☐ Reinforce all previously taught grammatical skills.
- ☐ Proofread and rewrite compositions checking errors and clarifying content.
- ☐ Develop interpretative and analytical skills needed to translate.

• **LITERARY SKILLS**

- ☐ Reinforce all previously taught literary skills.
- ☐ Analyze form and content of literary selections.
- ☐ Identify current and historical issues confronting human beings.

• **CULTURAL DIMENSION**

- ☐ Reinforce all previously taught skills in the area of cultural awareness.
- ☐ Describe and compare various life styles of the Spanish speaking world, especially in the 20th Century.
- ☐ Interpret and discuss various artist movements.

OBJECTIVE	SAMPLE ACTIVITIES
• **COMMUNICATION SKILLS** Oral and Written	
☐ Reinforce all previously taught communication skills.	Practice Spanish-S 5 activities
☐ Write a descriptive composition using vivid language	Following the reading and discussion of each group of three or four selections that you choose, have students write a descriptive composition. Students must pay attention to word selection. The words they choose must create clear images for the reader
☐ Write a narrative based on personal experience.	Following the reading and discussion of each group of three or four selections that you choose, have students write a narrative. Students should pay attention to action words, to the dynamic aspect of life.
☐ Write an essay on a given topic.	From the reading and discussion of each group of three or four selections that you choose, have students write an expository composition. Stress that the writer of essays has his point of view, and he states it. Defining verbs and nouns that contain abstract ideas will abound in this type of writing.
☐ Produce an original skit.	From the reading and discussion of each group of three or four selections that you choose, have students write a dialog (skit).
☐ Analyze and discuss given reading selections.	Have the students read literary selections and examine the work, paying attention to form and content.
☐ Present and defend an opinion or a point of view.	Have small groups of students investigate various topics using current periodicals and newspapers as their resources. Some suggested topics are: a. Parent-child relations b. Middle-class value systems c. Students-teacher relations
• **LANGUAGE AND MECHANICS**	
☐ Reinforce all previously taught grammatical skills.	Practice Spanish-S 5 activities.
☐ Proofread and rewrite compositions checking errors and clarifying content.	Select two or three compositions from the class. Make copies and pass them out without any names on them. Have the whole class participate in the correction of these compositions.

OBJECTIVE	SAMPLE ACTIVITIES
☐ Develop interpretative and analytical skills needed to translate.	Have the students attempt to translate a literary passage from English to Spanish and vice-versa. Then have the students compare their translations with the original or a professional translation. Refer to "*Galería Hispánica*" pp. 394-419.
• **LITERARY SKILLS**	
☐ Reinforce all previously taught literary skills.	Review Spanish-S 5 material.
☐ Analyze form and content of literary selections.	Have the students read literary selections and conduct a class discussion analyzing these selections in detail.
☐ Identify current and historical issues confronting human beings	Students read selections of literature and discuss the main issues and concerns found in these selections.
• **CULTURAL DIMENSION**	
☐ Reinforce all previously taught skills in the area of cultural awareness	Reinforce all skills with materials commensurate with level VI abilities.
☐ Describe and compare various life styles of the Spanish speaking world, especially in the 20th Century.	1. Have the students (round-robin style), tell of their experiences with cultural nuances in their countries of origin or within their family environment. 2. Have students interview representatives from different Spanish speaking countries. Give the students a predetermined list of questions to facilitate comparisons.
☐ Interpret and discuss various artistic movements.	1. Have the students define: a. Surrealism b. Simbolism c. Indeginism d. Cubism e. Subconscious realism f. Expressionism g. Collage h. Abstract painting 2. Have the students research the following artists and their movements in order to present a written-oral report: a. Diego Rivera b. Jose Orozco c. David Siquieros d. Pablo Serrano e. Vázquez Díaz f. Salvador Dalí g. Juan Gris h. Picasso i. Miró j. Oscar Domínguez

INSTRUCTIONAL MATERIALS - SPANISH-S 6

State Adopted Materials

1. Legorburu. "Lengua y literatura 11."

Supplementary Materials

1. "Calidoscopio español." Ginn & Company
2. C. Rodríguez de Mora & Emelina Guzmán. "Lecturas españolas," II edition. Playor, S.A., 1974
3. Francisco Pérez-Rivera & Mario Hurtado, Ed. "Introducción a la literatura española". Regents
4. "Antología de cuentos hispanoamericanos" - Regents Publishing Co.
5. "Narraciones ejemplares de Hispanoamérica" - Prentice Hall
6. "Cinco cuentistas contemporáneos" - Prentice Hall
7. "Imaginación y fantasía" - Holt, Rinehart and Winston
8. Legorburu. "Lengua y literatura 12", 1981

Suggested Authors

Amado Nervo
Ricardo Palma
José Santos Chocano
Horacio Quiroga
Javier de Viana
Vicente Riva Palacios
Rubén Darío
Esteban Echevarría
Rafael Arévalo Martínez
César Vallejo
Jorge Luis Borges
Pablo Neruda
Alejo Carpentier
Juan Varela
Ramón Jiménez
Unamuno
José María de Pereda
Emilia Pardo Bazán
Valle-Inclán
Blasco Ibañez
Federico García Lorca
Jorge Campos
Daniel Sueiro
Medrano Fraile
Francisco García Pavón

NOTE: The Spanish-S 5 & 6 Honors courses are primarily literature courses and thus can be taken in any sequence after Spanish-S 4 Honors.

SPANISH-S 5 & 6 HONORS

TITLE: SP-S 5/6HA Great Writers of Spain

COURSE: 750981

DESCRIPTION: This one year honors course is a study of the times, lives and works of the great writers of Spain through the ages, including modern writers. Composition and oral presentation skills will be emphasized, with the focus on creative writing and literary interpretative skills.

SELECTION CONSIDERATIONS: The student is expected to have completed 750945, or its equivalent and have teacher recommendation. Florida Scholar's Porgram. (Grades 9-12)

TITLE SP-S 5/6HB Great Writers of Spanish-American Literature

COURSE 750982

DESCRIPTION: This one year honors course provides an introduction to Spanish-American literature from the beginning of the 19th century to present times. Composition and oral presentation skills will be emphasized, with the focus on creative writing and literary interpretative skills.

SELECTION CONSIDERATIONS: The student is expected to have completed 750945, or its equivalent and have teacher reommendation. Florida Scholar's Program. (Grades 9-12)

TITLE: SP-S 5/6HCC Spanish Language Theater

COURSE: 750983

DESCRIPTION: This one year honors course is a survey of the different movements in the Spanish language theater, from the Golden Age to modern times. Composition and oral presentation skills will be emphasized, with the focus on creative writing and literary interpretative skills.

SELECTION CONSIDERATIONS: The student is expected to have completed 750945, or its equivalent and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

TITLE: SP-S 5/6HD Spanish-American Literature with Emphasis on Cuban Writers

COURSE: 750984

DESCRIPTION: This one year honors course is designed as a survey of Spanish-American literature with primary focus on Cuban writers. Composition and oral presentation skills will be emphasized, with the focus on creative writing and literary interpretative skills.

SELECTION CONSIDERATION: The student is expected to have completed 750945, or its equivalent and have teacher recommendation. Florida Scholar's Program. (Grades 9-12)

SPANISH-S 5 & 6 HONORS

• **COMMUNICATION SKILLS:** Oral and Writen

☐Reinforce previously taught communication skills

☐Write a short paper comparing or reacting to different points of view

☐Write a composition showing comparison and/or contrast

☐Write a composition showing cause and effect relationships

☐Present orally and in writing the relationship between historical events and an author's literary production

☐Report on the lives of selected authors

☐Write an original story based on a personal interpretation of a theme

☐Discuss the relationship of literature to society, and of society to literature

☐Analyze and relate movements in the arts to specific authors

• **LANGUAGE AND MECHANICS**

☐Reinforce all previously grammatical skills

☐Identify and use sensory language

☐Recognize, define and use additional vocabulary items

☐Revise and edit through the process of organizing, limiting, developing, selecting

• **LITERARY SKILLS**

☐Reinforce all previously taught literary skills

☐Analyze the effect of individuals, period of time, genre on specific themes

☐Interpret individual and societal conditions through literature

☐Recognize the elements which characterize tragedy, comedy, romance, irony, satire

☐Relate historical and literary antecedents to specific authors

SPANISH-S 5 & 6 HONORS

OBJECTIVE	SAMPLE ACTIVITIES
•COMMUNICATION SKILLS: ☐Oral and Written ☐Reinforce previously taught communication skills.	Practice Spanish-S 4 activities.
☐Write a short paper comparing or reacting to different points of view	1. Have students read Tirso de Molina's "*El burlador de Sevilla*" and Jose Zorrilla's "*Don Juan*." The students will then write a paper comparing the different points of view. 2. After reading about and discussing the history of Spain of the 19th century, have the students read Galdós' perception of the times. Have the students write a paper comparing both.
☐Write a composition showing comparison and/or contrast	Following the reading and discussion of each group of three or four assigned reading selections, have students write a composition showing comparison and/or contrast.
☐Write a composition showing cause and effect relationships.	1. Review inductive and deductive reasoning. Give students a jumbled expository paragraph and have them unscramble it. 2. Give students a jumbled expository composition and have them unscramble it, placing the paragraphs in their logical order.
☐Present orally and in writing the relationship between historical events and an author's literary production.	1. Assign a literary selection with a historical background or one that was a direct result of a historical moment. 2. Have the students analyze the work as to: a. social context b. author's view c. political overtones 3. Have the students present orally their findings on the relationship between history and literary production, i.e., Unamuno, "En torno al casticismo"; Pablo Neruda, "Residencia I-II-III," and "España en mi corazón"; Larra, "Artículos de costumbre"; and Benito Pérez Galdós, "Episódios nacionales".
☐Report on the lives of selected authors.	Assign various authors to different students. Have the students report on the lives of these authors. There should be no more than one report per week.

OBJECTIVE	SAMPLE ACTIVITIES
☐Write an original story based on a personal interpretation of a theme.	Assign students a composition on various themes from works read in class. Some of the themes could be: a. civilization vs. barbarism b. unrequired love c. salvation of the soul d. death
☐Discuss the relationship of literature to society, and of society to literature	After the students have read literary selections, conduct class discussions, especially focus on works related to "realism". Point out how these works represent society. Have students write a paper explaining whether i.e., the characters are real, and why or why not.
☐Analyze and relate movements in the arts to specific authors.	Assign various artists to different students. Have the students report on the lives of these artists. There should be no more than one report per week.
•LANGUAGE AND MECHANICS ☐Reinforce all previously taught grammatical skills.	Using level 5 & 6 materials reinforce Spanish-S 4 skills
☐Identify and use sensory language.	Read various poems that stress the use of sensory language. Write a list of words found in each poem that indicate references to the senses. Have students write simple sentences using the words found.
☐Recognize, define and use additional vocabulary items.	Before reading and particular selection, give a list of new words to be found in that selection. Then review the meaning of the words and have students take notes. When the students read the selection, have them identify and define the words. As an assignment, have the the students write sentences using these new words. (See Objective 5, Spanish-4).
☐Revise and edit through the process of organizing, limiting, developing, selecting.	Give the students a group of sentences which contain unnecessary words. Together with students, revise these sentences. As an assignment, give additional sentences to the students for revision. Go over the sentences in class.
•LITERARY SKILLS ☐Reinforce all previously taught literary skills in the study of grammar.	Review Spanish-S 4 material.

OBJECTIVE	SAMPLE ACTIVITIES
☐Analyze the effect of indivuduals, period of time, genre on specific themes.	See Activity #1, Objective #2, Communication Skills.
☐Interpret individual and societal conditions through literature.	Have the students read a work that might be labeled "microcosmic," i.e., one in which many representative characters are thrown together. Have the students investigate the behavior of the characters as well as the author's view of human nature as evidenced by his plots and themes. Suggested works: *"Doña Bárbara", "El señor presidente", "El coronel no tiene quien le escriba".*
☐Recognize the elements which characterize tragedy, comedy, romance, irony, satire.	Discuss the characteristics of tragedy, comedy, romance, irony, and satire with students so that they will be able to recognize these modes in specific works of literature. List the terms on the board. Ask the students questions to find out how much they know. Expand on the definitions of each mode.
☐Relate historical and literary antecedents to specific authors.	See the specific section, according to course content, for specific activities.
ADDITIONAL FOR **GREAT WRITERS OF SPAIN**	
☐Reinforce all previously taught skills in the area of cultural awareness.	Using materials commensurate with the level, reinforce all skills taught in the previous levels.
☐Study the political events during the lives of Cervantes and other writers studied	1. Have the students research the writers studied in class: a. Cervantes b. Mariano José de Larra c. Benito Pérez Galdós d. Miguel de Unamuno e. Federico García Lorca f. Ana María Matute g. Emilia Pardo Bazán 2. Using the above writers, and any others the teacher may select as representative of their period, the students are to identify the:

OBJECTIVE	SAMPLE ACTIVITIES
	a. time periods b. political events c. political figures d. economic situation e. literary movement
ADDITIONAL FOR **SPANISH LANGUAGE THEATER**	
☐Reinforce all previously taught skills in the area of cultural awareness.	Using materials commensurate with the level, reinforce all previously taught skills in the area of cultural awareness.
☐Study the beginning of the neoclassic, romantic, and contemporary movements.	1. Have the students trace the origins of these movements to their French or Italian roots. 2. Have the studens relate the philosophical trends to the movements studied. 3. Have the students present short oral presentations on the life, times, and literary productions of each authors as studied.
ADDITONAL FOR **SPANISH AMERICAN LITERATURE - CUBAN WRITERS**	
☐Reinforce all previously taught skills in the area of cultural awareness.	Use level V or higher materials to reinforce all previously taught material.
☐Study the political events in Latin America from the nineteenth Century up to the twentieth Century.	1. Present to and discuss with the students: a. the history of discovery and conquest of America - a review b. the development of the Spanish colonies-socially, politically and economically c. the struggle for independence d. the republics e. the War of 1898 f. the Mexican Revolution g. the Bolivian Revolution of 1952 and 1956 Paz Estensoro h. the Communist Party in Cuba (Fidel Castro)

OBJECTIVE	SAMPLE ACTIVITIES
	i. the Sandinistas in Central America j. social revolution in Central America K. the Catholic Church and the social upheaval l. the Communist Party in Latin America. Using the topics above have each student research a topic and make a progressive analysis of the events that have lead to the current situation in Latin America. 2. Have the students discuss the geography of Latin America and its influence on the development of the modern nations.
□Study the history of Cuba up to present time.	Have the students study the following in reaction to the history of Cuba: a. The discovery and conquest b. The legend of Hatuey c. The colony and commerce d. The fight for independence- La Guerra de los Diez Años (1868-1878) La Guera de Independencia (1895) La Guerra Hispano-Americana (1898) e. The republic - The First Presidency The Constitution 1902 and the Platt Amendment f. Political history - independence The Presidents The Rights of Women Industrial Growth Ties with the United States g. The Revolution of 1956-1959 and its aftermath Fulgencio Batista Fidel Castro The Missile Crisis Bay of Pigs The Airlift Mariel h. Cuban economy under Fidel Castro i. Cuban political relations with the world under Fidel Castro j. Cuba and Latin America: cause and effect relationship Assign different topics to be researched and presented in class.

OBJECTIVE	SAMPLE ACTIVITIES
	Have the students keep a current events notebook of articles referring to Cuba and the Cuban influence in Latin and Central America.
☐Study the geography of Cuba.	1. Give the student a map of Cuba and have them identify: a. geographical boundaries b. provinces and their capitals c. mountain ranges d. rivers e. islands and keys of the Cuban territory
ADDITIONAL FOR **GREAT WRITERS OF SPANISH-AMERICAN LITERATURE**	
☐Reinforce all previously taught skills in the area of cultural awareness.	Using materials commensurate with the level reinforce all skills previously taught in the area of cultural awareness.
☐Study the political events in Latin-America from the nineteenth Century up to the twentieth Century.	1. Present to and discuss with the students: a. the history of discovery and conquest of America - a review b. the development of the Spanish colonies socially, politically, and economically c. the struggle for independece d. the republics e. the War of 1898 f. the Mexican Revolution g. The Bolivian Revolution of 1952 and 1956 Paz Estensoro h. the Communist Party in Cuba (Fidel Castro) i. the Sandinistas in Central America j. social revolution in Central America k. the Catholic Church and the social upheaval l. the Communist Party in Latin America Using the topics above have each student research a topic and make a proggressive analysis of the events that have lead to the current situation in Latin America.

SPANISH-S 5 & 6 HONORS

GREAT WRITERS OF SPAIN

Suggested Reading List

PROSE AND DRAMA

1. Miguel de Cervantes. "Don Quijote de la Mancha", "La Numancia", "Novelas Ejemplares"
2. Francisco de Quevedo. "El Buscón"
3. Mariano José de Larra. "Artículos de costumbre"
4. Benito Pérez Galdós. "Misericordia", "Miau", "Fortunata y Jacinta"
5. Emilia Pardo Bazán. "Los pazos de Ulloa
6. Blásco Ibañez. "La Barraca", "Cañas y barro"
7. Miguel de Unamuno. "Nada menos que todo un hombre", "San Manuel bueno, mártir", "Niebla", "La tía Tula", "En torno al casticismo"
8. Ramon del Valle Inclán. "Las sonatas"
9. Ana María Matute. "Los Abel", "Fiesta al noroeste"
0. Carmen Laforet. "Nada"
11. Miguel Delibes. "La sombra del ciprés es alargada"
12. Camilo José de Cela. "La familia de Pascual Duarte"
13. Pío Baroja. "El árbol de la ciencia"

THEATER

1. Lope de Vega. "El caballero de Olmedo"
2. Tirso de Molina. "El burlador de Sevilla"
3. Pedro Calderón de la Barca. "La vida de sueño"
4. José Zorrilla. "Don Juan Tenorio"
5. Pedro Antonio de Alarcón. "El capitán veneno"
6. Federico García Lorca. "Doña Rosita la soltera", "La zapatera prodigiosa", "Así pasen cinco años"
7. Alejandro Casona. "Nuestra Natacha"
8. Antonio Buero Vallejo. "Historia de una escalera"

POETRY

1. Luis de Argote y Góngora. "Fábula de Polifemo y Galatea"
2. Duque de Rivas. "El moro expósito"
3. José de Espronceda. "Canto a Teresa", "Canción del pirata"
4. Jorge Manrique. "Coplas a la muerte de su padre"
5. Antonio Machado. "El crimen fue en Granada"
6. Federico García Lorca. "Romancero gitano"
7. Juan Ramón Jiménez. "Eternidades"
8. Jorge Guillén. "Cántico"
9. Rafael Alberti. "Poesías completas," (para escoger)
10. Pedro Salinas. "Poemas escogidos"

SPANISH-S 5 & 6 HONORS

GREAT WRITERS OF SPANISH-AMERICAN LITERATURE

Suggested Texts

1. "Literatura hispanoamericana." E. Anderson Imbert and E. Florit, Ed. Holt, Rinehart and Winston, Inc.
2. "Literatura moderna hispánica." J.R. González, Ed. National Textbook Co.
3. "El Mundo iberoamericano: Sus pueblos y sus tierras." Regents Pub. Co.

Suggested Reading List

1. José María Heredia - Selections from his poems
2. Domingo Faustino Sarmiento. "Facundo"
3. Gertrudis Gómez de Avellaneda. "Al partir"
4. José Fernández. "Martín Fierro"
5. Juan Zorrilla de San Marín. "Tabaré"
6. José Martí. "Versos Sencillos"
7. Rubén Darío. "Azul"; "Prosas profanas"; "Cantos de vida y esperanza"
8. Santos Chocano. "Los caballos de los conquistadores"; "Cansancio"
9. José Enrique Rodó. "Ariel"
10. José Eustasio Rivera. "La Vorágine"
11. Gabriela Mistral. Selections from her works
12. Rómulo Gallegos. "Doña Bárbara"
13. Ricardo Guiraldes. "Don Segundo Sombra"
14. Pablo Neruda. Selection from his "Residencias I-II-III," and "Confieso que he vivido." "España en el corazón."
15. Jorge Luis Borges. "El aleph"; "El jardí de senderos que se bifurcan"
16. Miguel Ángel Asturias. "Señor presidente"; "La leyenda de la tatuana"
17. Arturo Uslar Pietri - Selections from his short stories
18. Jorge Issacs. "María"
19. Gabriel García Márquez. "Cien años de soledad"; "El coronel no tiene quien le escriba"
20. Juan Rulfo. "Pedro Páramo"
21. Carlos Fuentes. "La Muerte de Artemio Cruz"
22. Ernesto Sábato. "El túnel"
23. Mariano Azuela. "Los de abajo"
24. Ciro Alegría. "El mundo es ancho y ajeno"
25. Ricardo Palma. "El alacrán de Fray Gómez"
26. Javier de Viana. "La tísica"
27. Hernandez Catá. "La galleguita"

SPANISH-S 5 & 6 HONORS

SPANISH LANGUAGE THEATER

Suggested Readings from:

"Diez comedias del Siglo de Oro", 2nd edition. José Martel and Hymen. Alpern, Ed., 1968

1. Cervantes. "La Numancia"
2. Lope de Vega. "Fuenteovejuna"
3. Anonymous. "La estrella de Sevilla"
4. Tirso de Molina. "El burlador de Sevilla"
5. Guillén de Castro. "Las mocedades del Cid"
6. Mira de Amescua. "El esclavo del demonio"
7. Ruiz de Alarcón. "La verdad sospechosa"
8. Calderón de la Barca. "La vida es sueño"
9. Rojas Zorrilla. "Del rey abajo, ninguno"
10. Moreto. "El desdén con el desdén"

Suggested Reading List:

1. Leandro Fernández de Moratín. "El sí de las niñas"
2. José Zorrilla. "Don Juan Tenorio"
3. Ángel de Saavedra, Duque de Rivas. "Don Ávaro o la fuerza del sino"
4. Jacinto Benavente. "La malquerida"; "Los intereses creados"
5. Hermanos Quintero. "Puebla de mujeres"
6. Federico García Lorca. "La casa de Bernarda Alba"; "Bodas de sangre"; "Yerma"
7. Alejandro Casona. "La dama del alba"
8. Serafín y Joaquín Álvarez Quintero. "Mañana de sol"

SPANISH-S 5 & 6 HONORS

PANISH-AMERICAN LITERATURE WITH EMPHASIS ON CUBAN WRITERS

Suggested Spanish-American Writers.

México - Juan Rulfo
Octavio Paz
Juan José Arreola
Wilberto Cantón
Agustín Yáñez
Gregorio López y Fuentes
Vicente Riva Palacios
Jose Vasconcelos
Jaime Torres Bodet

Guatemala - Miguel Ángel Asturias
Rafael Arévalo Martínez

Dominican Republic - Juan Bosch

Nicaragua - José de Jesús Martínez
Rubén Darío

Puerto Rico - Luis Palés Matos
Luis Quero Chiesa

Venezuela - Arturo Uslar Pietri

Colombia - Gabriel García Márquez
Andrés Bello
Jorge Isaacs
Hernando Téllez

Perú - Ricardo Palma
Arturo Jiménez Borja
César Vallejo
Ciro Alegría
Mario Vargas Llosa

Chile - Gabriela Mistral
Pablo Neruda
José Donoso

Uruguay - Horacio Quiroga
Juana de Ibarbourou
Mario Benedetti

Argentina - Jorge Luis Borges
Julio Cortázar
Leopoldo Lugones
Ernesto Sábato
Marco Denevi
José Hernández
Victoria Ocampo

Suggested Materials

1. "La enciclopedia de Cuba, Enciclopedia y clásicos cubanos," Vol. I-II-III. Vicente Báez, Ed.
2. Jackson and Guillermo. "Teatro hispánico." National Textbook Co.
3. N.L. Weinsner. "Selections from Latin American Plays." National Textbook Co.
4. José Olivio Jiménez. "Estudios sobre la poesía cubana contemporánea."
5. Orlando Rodríguez Sardiñas. "La última poesía." Hispanova de Ediciones
6. Humberto López Morales. "Poesía cubana contemporánea." Cadiz, 1961.

Cuban Poetry: Poems to be chosen by the teacher.

1. Silvestre de Balboa y Troya de Quesada. "El espejo de paciencia"
2. Manuel de Zequeira y Arango. "Oda a la piña"
3. Manuel Justo Rubalcava. "Silva cubana"
4. José María Heredia. "Niágara," "Inmortalidad"
5. Gertrudis Gómez de Avellaneda. "Al partir," "A él"
6. Joaquín Lorenzo Luaces. "Resignacion"
7. Gabriel de la Concepción Valdés (Plácido). "Fatalidad," "Plegaria a Dios," "El mundo del abanico," "La flor del café"
8. Rafael María de Mendive. "La oración de la tarde," "Ausencia y recuerdos," "Yumurí"
9. Juan Clemente Zenea. "En días de esclavitud"
10. José Fornaris. "La muerte de Doreya"
11. Juan Cristóbal Nápoles Fajardo (El Cucalambé) "Hatuey y Guarina"
12. Cantos Negros Anónimos. "La culebra," "Mamá Iné, "Tipos de negras curras," "La mulata"
13. Pedro Santacilia. "Mujeres, flores y estrellas," "Introducción a la leyenda cubana", "Hatuey"
14. Enrique José Varona. "Soñando despierto"
15. Diego Vicente Tejera. "Negro y blanco"
16. Aurelia Castillo de González. "A los emigrados de Key West"
17. Julián de Casals. "Elena," "Nostalgias," "Crepuscular", "Neurosis"
18. José Martí. "Versos sencillos," "Dos patrias," "Sobre mi hombro" (Ismaelillo), "Copa con alas", "Amor de ciudad grande"
19. Nicolás Guillen. "Velorio de Papá Montero"
20. Emilio Ballagas. "Comparsa habanera", "Nocturno y elegía"
21. Eugenio Florit. "Trópico"
22. Mariano Brull. "Rosa alta"
23. José Lezama Lima. "Noche insular"
24. Gastón Baquero. "Palabras escritas en la arena por un inocente"
25. Dulce María Loynaz. "Juegos de agua"
26. Carilda Oliver Labra. "Elegía por Mercedes"
27. Ana Rosa Nuñez. "Viaje al casabe"
28. Orlando González-Esteva. "Mañas de la poesía"

Cuban Novels

1. Cirilo Villaverde. "Cecilia Valdés"
2. Alejo Carpentier. "El reino de este mundo"
   "Los pasos perdidos," "El siglo de las luces"
3. José Mario. "El stadium"
4. Guillermo Cabrera Infante. "Tres tristes tigres"
5. Hilda Perera. "Plantado"

Cuban Writers-Contemporary Theater

1. Virgilio Piñera. "Aire frío", "Dos viejos pánicos"
2. José Triana. "La noche de los asesinos"
3. Héctor Quintero. "Contigo: pan y cebolla"
4. Abelardo Estorino. "La casa vieja"
5. Antón Arrufat. "El mayor general hablará de teogonía",
   "La repetición"
6. Raimundo Cabrera. "Viaje a la luna"

SPANISH-S ADVANCED PLACEMENT

TITLE: SP-S AP1 — Spanish-S Advanced Placement - Language

COURSE: 759690

DESCRIPTION: The contents of this course is guided and determined by the ADVANCED PLACEMENT SPANISH LANGUAGE COURSE DESCRIPTION, published each year by the College Board.

SELECTION CONSIDERATIONS: The student is expected to have completed, as a minimum, 750945, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9 - 12)

TITLE: SP-S AP2 — Spanish-S Advanced Placement - Literature

COURSE: 750990

DESCRIPTION: The contents of this course is guided and determined by the ADVANCED PLACEMENT SPANISH LITERATURE COURSE DESCRIPTION, published each year by the College Board.

SELECTION CONSIDERATIONS: The student is expected to have completed, as a minimum, 750945, or its equivalent, and have teacher recommendation. Florida Scholar's Program. (Grades 9 - 12)

ESTRATEGIAS PARA ENSEÑAR EL DESARROLLO DE LA LECTURA

ACTIVIDADES DE INSTRUCCIÓN DIRIGIDAS POR EL MAESTRO

Premisas:

1. Determinar los niveles de lectura según el examen Mini-SISDELE.

2. Agrupar a los alumnos de acuerdo a sus niveles.

3. Familiarizarse con la lección que se va a enseñar leyendo el manual del maestro para planear de acuerdo con las destrezas que queremos enfatizar. El manual del maestro nos da ideas de actividades y técnicas para la enseñanza de la lectura.

4. Establecer las necesidades de los grupos de lectura para planear las habilidades que se van a enseñar. No es necesario enseñar todas las destrezas que aparecen en el manual del maestro, solamente las que representan una necesidad para el alumno.

Tipos de actividades:

1. Actividades de instrucción dirigidas por el maestro:

   a) Presentar una lección tomada de un libro de lectura básica.
   b) Sostener discusiones con el alumno.
   c) Leer selecciones basadas en las experiencias previas de los alumnos.

2. Actividades independientes:

   (Estas actividades requiren hábitos de trabajo independiente y deben estar relacionadas con lo que el maestro ha enseñado.)

   a) Actividades que ofrecen la oportunidad de practicar conceptos de la lectura previamente enseñados por el maestro.

   b) Lectura de libros de la biblioteca.

   c) Actividades adicionales. Ej: juego de palabras (SISDELE), libros de trabajo, (Trabajo solo y... Me gusta! SCDC/SISDELE), etc.

Cómo conducir una lección de lectura básica

1. Presentación y motivación de la lectura:

   a) Propicie una discusión basada en las experiencias de los alumnos con relación al contenido de la lectura.

   b) Utilice medios audio-visuales para motivar la discusión.

   c) Enseñe los conceptos y el vocabulario que los alumnos necesiten para comprender la lectura.

   d) Presente láminas y títulos relacionados con las lecciones que resulten atractivos a los alumnos y los motiven a leer.

2) Lectura silenciosa:

a) Debe ser siempre supervisada y tener un propósito determinado. La lectura en cadena no se recomienda ya que carece de valor académico.

b) Debe facilitar el desarrollo de las habilidades de comprensión:

detalles
vocabulario
inferencia
generalización

3. Lectura oral:

La instrucción debe estar orientada con el fin de mejorar la expresión oral. Las técnicas de la lectura oral son:

a) La dramatización
b) La lectura interpretativa
c) La lectura a coro

4. Desarrollo de habilidades:

Este componente de la lección básica consiste en extender las destrezas de mecánica y de comprensión e introducir nuevas habilidades en estas áreas.

5. Actividades suplementarias:

Son las llamadas a enriquecer los conocimientos y las experiencias de los alumnos a través del uso de libros adicionales, medios audio-visuales, proyectos, informes, etc.

PASOS A SEGUIR EN LA ENSEÑANZA DE LA LECTURA DIRIGIDA

El maestro:

1) Leerá con anterioridad la parte de la selección que se va a enseñar a fin de determinar si hay algunos conceptos o ideas que necesiten aclaración. Si así fuera, el maestro debe dedicar unos minutos para discutir con los alumnos esos conceptos que van a encontrar en la lectura.

2) Presentará las palabras nuevas del vocabulario a través de oraciones sencillas. Los alumnos podrán reconocer el significado de algunas palabras por el contenido de la oración, sin la ayuda del maestro. Si los alumnos tienen dificultad en la pronunciación o en la comprensión del significado de las palabras, el maestro debe enseñarlas y hacer que los alumnos las lean dentro de las oraciones que el maestro haya escrito en la pizarra.

3) Proporcionará a los alumnos un propósito para leer la selección. Esto se hará al formular una pregunta que solamente será contestada mediante la lectura de la selección o la parte de la misma que ha sido asignada. En los primeros niveles esta oración será simple, pero más adelante dicha oración requerirá que los alumnos hagan uso de niveles más elevados de razonamiento.

4) Asignará un tiempo prudencial para que los alumnos lean en silencio. (Esta lectura debe realizarse en absoluto silencio a fin de evitar interrupciones.)

5) Hará preguntas acerca de la lectura. La primera pregunta será la que se hizo en el paso 3. Las preguntas restantes serán más específicas. Estas preguntas serán hechas a la clase de la siguiente manera: "Quién puede encontrar la oración que dice como se sintió Pedro cuando su mamá lo regañó?" Todos los alumnos en el grupo buscarán la respuesta. Se seleccionará a un alumno para leerla en voz alta.

6) Concluirá la lección con una actividad complementaria. Esta actividad pudiera ser un ejercicio de lectura a coro, lectura de libros de la biblioteca, dramatizaciones, etc.

Los seis pasos enumerados no tienen que ser usados el mismo día y a veces es preferible dividir la selección en varias partes. El maestro debe decidir la cantidad de material que se debe enseñar al alumno en un tiempo determinado. Muchas de las deficiencias encontradas en la lectura son el resultado de la enseñanza de la misma con demasiada rapidez, lo cual no permite a los alumnos el dominio de las destrezas de ésta y del vocabulario. Sin embargo, cuando se dedica el tiempo apropiado a cada selección y se usan los materiales que corresponden a cada nivel, la lección de lectura dirigida tendrá como resultado lectores capaces de comprender el material que se les presente.

PLAN DE LECCIÓN PARA UNA ACTIVIDAD DE LECTURA DIRIGIDA

1. Discuta con los alumnos los conceptos necesarios para la comprensión de la selección que se va a leer.

_____
_____
_____

2. a. Presente las palabras nuevas del vocabulario.

_____
_____
_____

b. Ayude a los alumnos a pronunciar las palabras que no sepan o que les ofrezcan dificultad.

_____
_____
_____

3. Formule una pregunta que motive a los alumnos a leer la selección; por ejemplo: idea principal, inferencias, personajes, etc.

_____
_____
_____

4. Dé un tiempo prudencial para la lectura silenciosa. El tiempo estimado será de _____ minutos.

5. Compruebe la comprensión: Primero repita la pregunta de la sección 3. Luego, haga una lista de las preguntas que contestarán los alumnos al localizar y leer las oraciones apropiadas.

a. _____
b. _____
c. _____
d. _____
e. _____
f. _____
g. _____
h. _____

6. Actividad complementaria.

_____
_____
_____

LECTURA A TRAVÉS DE LA EXPERIENCIA DEL LENGUAJE

(Adaptada al programa de español vernáculo)

La experiencia del lenguaje constituye uno de los medios de instrucción más útiles en la enseñanza de idiomas. En la clase de español vernáculo los estudiantes participarán en ejercicios de lenguaje oral y actividades de lectura y escritura, los cuales les serán de gran ayuda en el proceso del aprendizaje. La experiencia del lenguaje se lleva a cabo utilizando el cuadro de experiencia del lenguaje. Dicho cuadro es la creación de una composición cuyo desarrollo está basado en una experiencia común y al cual contribuyen los alumnos y el maestro. Este trabajo se presenta primeramente en la pizarra para la evaluación y corrección por el grupo, el cual determinará un título apropiado.

Generalidades

(Actividades que deben ser desarrolladas: aptitudes de raciocinio, comprensión oral, pronunciación, entonación, vocabulario y sintaxis.)

Experiencias comunes al grupo
Dimensión oral
Escritura de oraciones
Lectura de la narración creada
Estudio de las palabras de difícil pronunciación o significado
Copia de la narración
Actividades posteriores

Procedimiento

Primer día

1. Los estudiantes participarán en una experiencia común, interesante y de gran significación para ellos.

2. Los estudiantes discutirán la experiencia con la ayuda adecuada del maestro.

3. Los estudiantes harán oraciones para desarrollar el contenido del cuadro de experiencia del lenguaje.

4. El maestro escribirá las oraciones en un papel y/o en la pizarra.

5. Los estudiantes seleccionarán el título.

6. Lectura del cuadro de experiencia del lenguaje:

Optional
- maestro
- maestro y alumnos
- grupo de alumnos
- alumno

Segundo día

1. El maestro ha escrito sobre una cartulina el cuadro de experiencia del lenguaje desarrollado por los alumnos, líneas de oraciones y tarjetas con las palabras que presentaron dificultades.

2. Lectura del nuevo cuadro:

   Optional: maestro / maestro y alumnos / grupo de alumnos / alumno

3. Lectura para identificar oraciones y palabras.

   Ejemplos: Leer oraciones dadas por el maestro: el alumno reconoce la oración y la lee.

   Los alumnos parean las palabras dadas con las palabras correspondientes del cuadro y las leen.

   Los alumnos parean las oraciones de las líneas con las oraciones correspondientes del cuadro y las leen.

4. Repaso de las palabras aprendidas en situaciones previas relacionadas con las palabras nuevas (sinónimos, antónimos).

5. Lectura individual.

6. Distribución de copias individuales.

(Vea actividades posteriores para clases adicionales).

Aspectos que deben ser considerados por el maestro

Motivación

Planeamiento (pronunciación, vocabulario, sintaxis y comprensión)

Escritura del cuadro, líneas de oraciones, tarjetas (tipo de letra, espacio e ilustraciones)

Actividades posteriores (de acuerdo con la habilidad de los alumnos y la creatividad del maestro).

Ejemplos:
- -Coleccionar copias de diferentes cuadros de experiencias del lenguaje para formar un cuaderno ilustrado.
- -Ofrecer un cuadro de experiencia del lenguaje al periódico de la escuela.
- -Ejercicios escritos (llenar espacios en blanco, casar palabras y oraciones, selección múltiple, ortografía).
- -Escribir poemas y diálogos para ser dramatizados.
- -Desarrollar ejercicios basados sobre detalles, listas de vocabulario, generalizaciones e inferencias.

COMO ADMINISTRAR Y CALIFICAR UN INVENTARIO INFORMAL DE LECTURA

El Inventario informal de lectura es un método opcional para determinar el nivel de lectura del niño, y está diseñado para proveer al maestro con más información respecto a las habilidades del alumno en la lectura. Es recomendable aplicarlo cuando el maestro estime que dicha información le resulta necesaria para ubicar al estudiante en el nivel correspondiente. Para llevar a cabo este inventario se procede de la siguiente manera:

1. Escoja un libro que usted estime puede ser apropiado para el estudiante y seleccione un pasaje de unas 100 palabras, el cual debe ser tomado de la mitad del libro.

2. Dé al alumno una copia de la selección que él va a leer y tenga otra copia ante usted para así poder señalar los errores que se cometan en la lectura mecánica. (Ud. debe tener en su clase copias duplicadas de selecciones de lectura para diferentes niveles, las cuales deben estar ordenadas y guardadas dentro de una gaveta).

3. Mientras el estudiante lee la selección en voz alta, use las siguientes orientaciones a manera de guía para calificar la labor del alumno. Si éste comete un error pero se corrige inmediatamente, dicho error no debe tenerse en cuenta.

Reglas para calificar	Ejemplo
a. Circule todas las omisiones.	a. El carro (rojo) corrió.
b. Señale las incorrecciones en los espacios sobre las palabras.	b. El caballito ~~vio~~ *voy* un campo verde.
c. Señale las inserciones en los espacios sobre las palabras.	c. El niño *chiquito* montó en su triciclo.
d. Escriba una V por cada vacilación de tres segundos o más.	d. El gigantesco animal marino V emergió de las olas.
e. Escriba una R por cada repetición.	e. Corro R al coro.
f. Indique con diagonales si el estudiante lee palabra por palabra.	f. El niño/llegó/a/su/casa.

Nota: Si la misma palabra es pronunciada incorrectamente más de una vez, o si dos errores ocurren simultáneamente, considérense como un solo error.

4. Cuente el número total de errores cometidos. Este número debe incluir incorrecciones, omisiones, inserciones, vacilaciones y repeticiones.

Número de palabras	Número de errores al nivel de lectura mecánica		
100	Independencia 0-2	Instrucción 3-4	Frustración 5 o más

Si Ud. desea usar una selección más breve para los niveles de principiantes en lectura, use la tabla siguiente:

Nivel	Número de palabras	Número de errores al nivel de lectura mecánica		
		Independencia	Instrucción	Frustración
pp	30	0	1	2 o más
p	30	0	1	2 o más
1	40	0-1	2	3 o más
2	50	0-2	3	4 o más

5. Las selecciones de lectura deber ser ajustadas de acuerdo a los posibles niveles y el examen repetido hasta que quede determinado el nivel. Si el primer examen resulta en un nivel de frustración, debe usarse entonces la lectura correspondiente al próximo nivel más bajo, y así sucesivamente hasta llegar al nivel de lectura del estudiante.

6. Es posible que usted quiera hacer preguntas de comprensión después de la lectura oral. Asegúrese de incluir preguntas sobre detalles, vocabulario, inferencias y generalizaciones. El estudiante debe contestar esas preguntas con un 80% de acierto (por ejemplo, 4/5 de respuestas correctas).

ESTRATEGIAS PARA ENSEÑAR EL DESARROLLO DE LA ESCRITURA

EL PROCESO DE ESCRITURA

PRE-ESCRITURA . . .

Comprende actividades para dotar al alumno con suficienties ideas y compresión de las mismas, de manera que pueda escribir una composición.

Pueden ser presentadas a través de modos de pre-escritura. Por ejemplo:

expresión oral
compresión oral
lectura
observación
manipulación

Relaciones activas, de maestro/alumno y alumno/alumno, son usadas aquí.

"Haz tanto como tú piensas que necesitas y luegos haz más."

ESCRITURA . . . . .

.....

Los pensamientos o ideas son escritos.

La meta aquí es el flujo de esos pensamientos e ideas.

El papel del maestro es mínino.

RE-ESCRITURA . . .

Variación, edición, revisión y perfección de los pensamientos e ideas.

Los niños deben ser entrenados para hacer esto.

Mucha estructura tanto para el tiempo preparatorio del maestro como para el actual proceso de re-escritura.

DEL

MAESTRO

LAS APTITUDES SON DEMOSTRADAS Y REFORZADAS ACQUÍ Y EL NIVEL DE DOMINIO DE LAS MISMAS PUEDEN SER LOGRADO

NIVEL DE APLICACIÓN

REFUERZO

Y

APLICACIÓN

DEL PROCESO DE APTITUDES PARA LA ESCRITURA

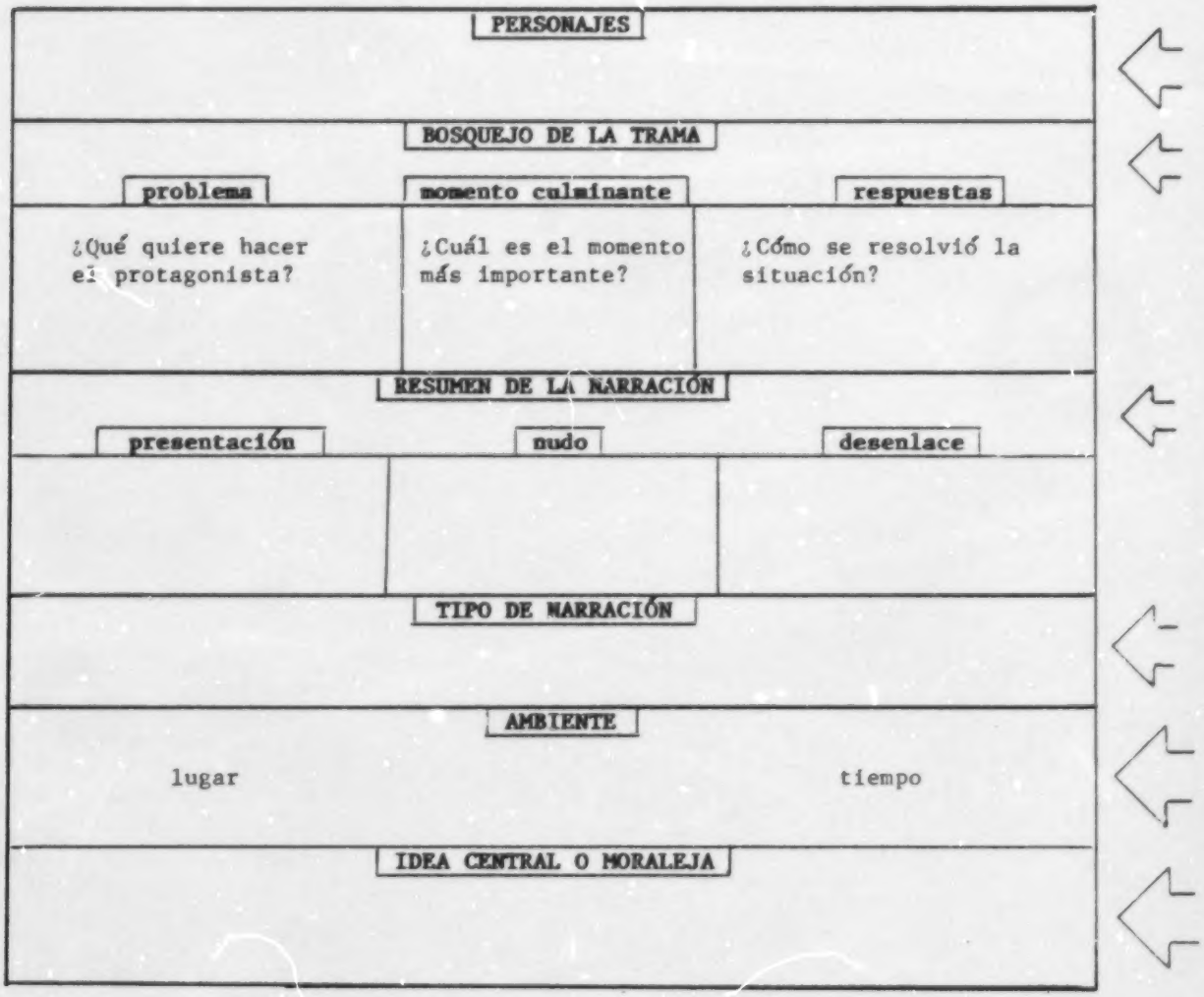
PRE-ESCRITURA

Tipos generales de actividades de pre-escritura que no incluyen gramática, mecánica, estudio del vocabulario (todas las cuales constituyen pre-escritura).

1. Respuestas ante una cinta cinematográfica o filminas.
2. Respuestas ante discos musicales o hablados.
3. Reacción ante objetos concretos.
4. Creación dramática.
5. Respuestas ante grabados.
6. Observaciones de lugares fuera del aula.
7. Televisión instructiva.
8. Transmisiones de radio instructivas.
9. Personas invitadas a hablar a la clase.
10. Lecturas variadas de literatura.
11. Lectura de temas.
12. Juegos diversos.
13. Ejercicios sensoriales para el conocimiento de sí mismo.
14. Listas de palabras para escribir.
15. Bosquejos/modelos de organización.
16. Discusión preparatoria enfocada hacia un tópico.
17. Discusión preparatoria para explorar ideas sobre un tópico.
18. Discusiones en pequeños grupos.
19. Conferencias individuales.
20. Diarios escritos sobre las actividades.
21. Variedad de tópicos de escritura.
22. Formas variadas de escritura.

COMO ESCRIBIR UNA NARRACION

Llene los espacios en blanco del modelo y tenga listos los ingredientes para escribir una narracion. (El maestro assitira a los alumnos en la elaboracion mental, adaptacion y bosquejo de la narracion, antes de que ellos comiencen a escribirla).



FORMA PARA SER USADA POR EL ALUMNO EN LA TAREA DE REVISIÓN

Para una mejor comprensión de la tarea a realizar, lea cuidadosamente toda la información antes de comenzar a revisar el papel.

AUTOR _____

REVISOR _____

1. Complete esta oración: Yo pienso que el propósito del escritor es _____
   _____
   _____

El propósito del escritor es el qué, el QUID de su obra. Después de leer un escrito cualquiera Ud. podrá expresar, en una oración, lo que el escritor quiere decir.

2. ¿Hay suficiente información para explicar el tema? SÍ ____ NO ____

3. ¿En qué línea o líneas hay errores ortográficos? _____

4. ¿En qué línea o líneas hay errores de puntuación? _____

5. ¿En qué línea o líneas hay errores en el uso de las mayúsculas y minúsculas?
   _____

6. ¿En qué línea o líneas comienzan las oraciones independientes que se han escrito como si fueran una sola oración y sin la puntuación debida?
   _____
   _____

A continuación, un ejemplo de una serie de ideas independientes escritas como si fueran una sola oración sin la debida puntuación. Ej: Se llamó a los policías ellos se apresuraron a llegar. ORACIÓN CORRECTA : Se llamó a los policías. Ellos se apresuraron a llegar.

7. ¿En qué línea o líneas comienzan las frases u oraciones incompletas? _____
   _____
   _____

Una frase es un conjunto de palabras que no completan una idea. Ej: de frase: El niño que está en el automóvil azul. ORACIÓN CORRECTA: El niño que está en el automóvil azul es mi amigo.

8. ¿En qué líneas hay palabras usadas incorrectamente o inapropiadamente? _____
   _____

Cuando las palabras son usadas incorrectamente la atención se desvía por causa de ellas, entorpeciendo la comprensión de las ideas y el propósito del autor. INCORRECTO: Yo vio esa película. CORRECTO: Yo vi esa película.

9. ¿En qué línea o líneas hay oraciones o palabras que confunden o hacen difícil entender lo que el escritor quiere decir?
   _____

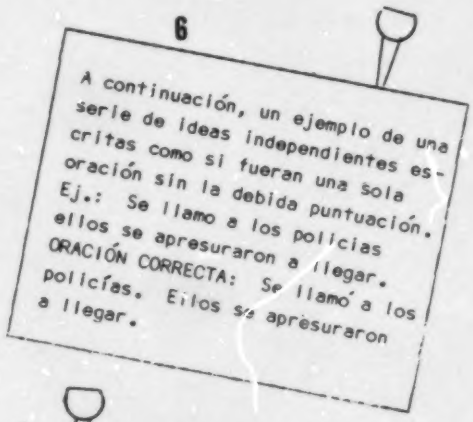
10. ¿Tuvo algún problema durante la lectura de lo escrito debido a la letra manuscrita?
    SÍ _____ NO _____

FORMA PARA SER USADA POR EL ALUMNO EN LA TAREA DE REVISIÓN

AUTOR: _____

_____

1. Complete esta oración: Yo pienso que el propósito del escritor es
   _____
   _____
2. ¿Hay suficiente información para explicar el tema? SÍ ___ NO ___
3. ¿En qué línea o líneas hay errores ortográficos? _____
   _____
4. ¿En qué línea o líneas hay errores de puntuación? _____
   _____
5. ¿En qué líneas hay problemas con el uso de las mayúsculas y minúsculas?
   _____
6. ¿En qué línea o líneas comienzan las oraciones independientes que se han escrito como si fueran una sola oración y sin la puntuación debida?
   _____
7. ¿En qué línea o líneas comienzan las frases u oraciones incompletas?
   _____
8. ¿En qué línea o líneas hay palabras usadas incorrectamente o mal colocadas? _____
   _____
9. ¿En qué línea o líneas hay oraciones o palabras que confunden o hacen difícil entender lo que el escritor quiere decir? _____
   _____
10. ¿Tuvo algún problema durante la lectura de lo escrito debido a la letra manuscrita?
    SÍ ___ NO ___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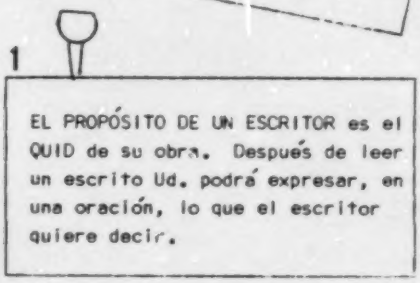
Ej.: Se llamo a los policias ellos se apresuraron a llegar.
ORACIÓN CORRECTA: Se llamó a los policías. Ellos se apresuraron a llegar.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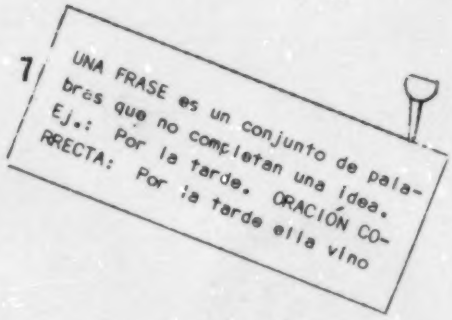
EL PROPÓSITO DE UN ESCRITOR es el QUID de su obra. Después de leer un escrito Ud. podrá expresar, en una oración, lo que el escritor quiere decir.



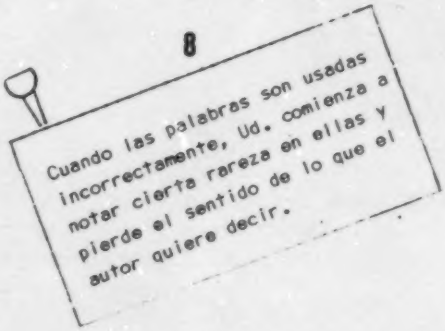

8
Cuando las palabras son usadas incorrectamente, Ud. comienza a notar cierta rareza en ellas y pierde el sentido de lo que el autor quiere decir.

TABLA DE REVISIONES

(Hoja de muestra)

Contenido: (El contenido es la materia con la que trabaja el revisor)

	1	2	3	4	5*
1. ¿Dije lo que quise decir?					
2. ¿Lo dije de una manera comprensible para todo el mundo?					
3. ¿Ordené las ideas de una manera lógica e interesante?					
4. ¿Usé las mejores palabras posibles en mi escrito?					
5. ¿Tuvo mi narración buena presentación, nudo y desenlace?					
6. ¿Hice reales e interesantes a los personajes de mi narración?					
7. ¿Di realidad e interés a los hechos narrados?					
8. ¿Es mi narración valiosa como para ser leída por otra persona?					
Mecánica 9. ¿Puntué cada oració?					
10. ¿Usé correctamente la puntuación en cada oración?					
11. ¿Usé mayúsculas al comienzo de cada oración?					
12. ¿Usé mayúsculas en las palabras debidas?					
13. ¿Escribí cada palabra correctamente o revisé su ortografía si no estaba seguro de ella?					
14. ¿Usé la forma correcta en los márgenes y títulos?					
15. ¿Escribí con mi mejor letra?					

Consideraciones varias:

a. Especifique las medidas exactas de los márgenes en pulgadas, líneas, etc.
b. No ponga puntos después de los títulos.
c. No use mayúsculas innecesarias.
d. No subraye innecesariamente.
e. Evite las abreviaturas dentro de una oración.
f. Si un número es usado al comienzo de una oración use la palabra correspondiente en vez del número.
g. Procure una limpia presentación del trabajo.
h. Practique la escritura con tinta.

* 1. Malo
2. Regular
3. Bueno
4. Muy Bueno
5. Excelente

He aquí algunos aspectos que el maestro puede considerar como base para desarrollar su propia hoja de revisión. Note los diferentes modos de escribir que se mencionan. Cada trabajo tendrá su propia hoja de revisión que será diferente si es para una narración, para una comparación/contraste, etc.

1. **IDEA CENTRAL**
   a. Lea el escrito despacio y cuidadosamente.
   b. Cuál es el punto esencial?
   c. Cuál es el propósito del escritor?
   d. Exprese el punto esencial con una sola oración en su hoja de trabajo.

2. **INTRODUCCION**
   a. La introducción dice algo sobre la idea central?
   b. Capta enseguida su interés la primera oración?
   c. Piensa usted que hay una manera mejor de comenzar el escrito?

3. **ORDEN**
   a. Están las oraciones y las ideas puestas en tal orden que hacen que el sentido y la idea central estén expresados claramente?
   b. Si el escrito es una narración, aparece en ella la técnica del suspenso?
   c. Si el escrito presenta un argumento, están bien ordenados los puntos de desarrollo del mismo?
   d. Usted puede encontrar en otras partes del escrito oraciones o ideas que deben estar juntas? Si es así, trace líneas para indicar dónde usted piensa que esas oraciones o ideas deben ir.
   e. Usted puede encontrar oraciones o grupos de oraciones que pueden ser separados en párrafos o por puntos?

4. **FALTA DE PALABRAS E IDEAS**
   a. Añada palabras si usted piensa que ellas ayudarán al lector a comprender lo que el escritor quiere decir.
   b. Señale los lugares donde usted piensa que el escritor debe explicar sus ideas más detalladamente.

5. **EXCESO DE PALABRAS Y REPETICION DE IDEAS**
   a. Tache las palabras que no añadan información al escrito.
   b. Suprima las ideas que repitan lo ya dicho.

6. **USO DE LAS PALABRAS**
   a. Hay lugares donde palabras incorrectas han sido utilizadas? Táchelas y escriba las palabras correctas.
   b. Revise la ortografía de todo el escrito. Señale las palabras que estén mal escritas.
   c. "Escuche" el fluir de las palabras. Suenan éstas de una manera agradable y parecen ser las apropiadas para expresar el propósito del escritor?

7. **CIERRE**
   a. Termina el escrito en el lugar correcto?
   b. Deja alguna idea pendiente o incompleta? Se le hace aburrido?
   c. Se relaciona la oración final o de cierre (idea) con la idea central expuesta al principio del escrito?

8. **PUNTUACIÓN**
   a. ¿Están colocados los puntos, las comas y los signos de interrogación en los lugares debidos?

9. **GRAMÁTICA**
   a. ¿Están los nombres y los verbos relacionados de tal manera que hace que las oraciones sean claras y correctas?

10. **ESCRITURA MANUSCRITA**
   a. ¿Está el manuscrito tan limpio y legible que no interfiere con la lectura e interpretación del escrito?

EJEMPLO DE UNA TAREA INTERDISCIPLINARIA

La tarea que se le plantea al alumno es hacer un escrito sobre un tópico que se escoja y analizar el concepto, en cada caso, desde un punto de vista diferente. De esta manera el alumno puede escribir distintas composiciones sobre el tema aplicando sus conocimientos de matemáticas, ciencias, estudios sociales, etc., al mismo tiempo que desarrolla sus habilidades para la investigación utilizando diccionarios, enciclopedias, revistas, periódicos y demás fuentes de información. También sus aptitudes para el dibujo pueden estimularse mediante la ilustración gráfica de las composiciones que escriba, siendo el propósito esencial de esta actividad el acrecentar sus habilidades para la expresión escrita y el pensamiento lógico y crítico.

A continuación, y a manera de ejemplo, véanse orientaciones para poner en práctica esta actividad utilizando el tema de los conejos.

PENSAMIENTO LÓGICO Y CRÍTICO

a. El alumno debe hacer una lista de los materiales necesarios para construir una jaula para el conejo en el aula.
b. Otra lista debe incluir los nombres de los alimentos y otros recursos necesarios para la buena salud de los conejos.

MATEMÁTICAS

a. Al planear esta fase haga que los niños dibujen planos de la forma y dimensiones de la jaula y escriban una breve descripción de cómo lucirá la misma una vez construída.

b. Haga que los niños midan el conejo en términos regulares y métricos y tomen nota de la información así obtenida.

CIENCIAS

a. Preparar una lista de las clases y cantidades de alimentos que el conejo come. Usar la lista para comprar los alimentos del conejo semanalmente.

b. Hacer que la clase acuerde las reglas para el cuidado del conejo y poner éstas bien visibles cerca de la jaula.

c. Estudiar los tipos de roedores y hacer que la clase tome notas en sus cuadernos. (Éstas deben ser dictadas por el maestro).

d. Estudiar las diferentes clases de conejos y poner los bosquejos como notas en los cuadernos.

e. Usar libros especializados sobre los conejos tales como: The Frightened Hare, Here Come the Cottontails y Rabbits.

ESTUDIOS SOCIALES

a. Relacione otra clase con el conejo y haga que los niños escriban cartas sobre el mismo.

b. Después de estudiar las diferentes clases de conejos, use un mapa para localizarlos geográficamente.

c. Haga que los alumnos estudien el uso de los conejos en la ciencia, en la cocina, etc.

APTITUDES DE INVESTIGACIÓN

a. Use enciclopedias, diccionarios, diccionarios ideológicos, revistas, artículos periodísticos y otras fuentes para obtener información adicional sobre los conejos.

Un libro informativo sobre los conejos puede ser compilado reuniendo la informaciónm obtenida mediante la aplicación de lo anterior. Este libro puede darse a la biblioteca de la escuela para uso de los alumnos.

TEMA DE LECTURA

a. Lea en voz alta o haga que los niños lean historias sobre conejos en las cuales se encuentran acciones variadas sobre las cuales pueden discutir. (Vea las sugerencias de lecturas que se incluyen). Los niños deben dar respuestas escritas a algunos de los problemas presentados.

b. Presente la narración en primera persona a través de un libro específico tal como Two Hundred Rabbits.

COMPOSICIÓN

a. Después que los niños hayan observado, estudiado, discutido, escuchado atentamente y leído diferentes temas sobre los conejos, deben escribir una historia original sobre un conejo.

Todas las narraciones pueden ser compiladas en una antología sobre los conejos para uso de la clase.

ARTE

a. Haga que los alumnos ilustren las composiciones que hayan escrito sobre los conejos.

b. Los alumnos deben ilustrar con un conejo las narraciones que hayan escrito y luego pídales que intercambien sus dibujos. Cada alumno debe hacer una breve descripción, por escrito, del conejo dibujado por un compañero de clase.

EXPRESIÓN ORAL

a. Proceda con un ejercicio oral de preguntas y respuestas sobre conejos famosos en la historia. (Pueden ser tomados como ejemplo El conejo blanco y la liebre de marzo de Alicia en el país de las maravillas, Harvey, Easter Bunny, Bugs Bunny, Brer Rabbit, Peter Cottontail y las narraciones de Beatrice Potter.)

La mitad de los alumnos de la clase debe dramatizar ejemplos de conejos que hayan conocido a través de sus lecturas. La otra mitad de los alumnos en la clase debe entrevistar a los alumnos que hayan actuado en el papel de conejos y escribir estas entrevistas en forma de reportajes o artículos periodísticos.

EVALUACIÓN DE UNA COMPOSICIÓN

Nombre _____

Evaluador _____ Fecha _____

		Malo	Regular	Bueno	Muy bueno	Excelente
Parte técnica del lenguaje	Control de la estructura del idioma					
	Organización de la composición					
	Extensión del escrito					
	Palabras usadas correctamente					
	Evaluación total					

Pautas para la evaluación de composiciones

Control de la estructura del idioma

Excelente: Pocos errores gramaticales o en el orden de las palabras. Uso frecuente de oraciones complejas.

Muy bueno: Ocasionales errores gramaticales o en el orden de las palabras. Algún uso de oraciones complejas.

Bueno: Varios errores gramaticales y en el orden de las palabras. Uso general de oraciones simples.

Regular: Muchos errores gramaticales que dificultan la comprensión y en el orden de la palabras. Uso de cortas oraciones básicas.

Malo: Graves errores gramaticales y en el orden de las palabras. No hay un conocimiento aparente del español.

Organización de la composición

Excelente: Introducción bien desarrollada que capta el interés del lector. Uso de divisiones internas y transiciones. Párrafos sustanciales para desarrollar ideas. La conclusión sugiere un mensaje que va más allá de la idea central.

Muy bueno: Inclusión obvia de una introducción aunque no completamente desarrollada. La idea central aparece dividida en pequeñas partes aunque los párrafos no abundan en detalles. La conclusión reafirma la idea central.

Bueno: El intento de desarrollar la idea central es evidente pero sólo unos pocos aspectos son mencionados. La introducción o la conclusión están tratados de manera muy simple o pueden faltar. Rodeos ocasionales de palabras sobre el tópico.

Regular: La organización es limitada. Los pensamientos están expresados sin elaboración. No hay introducción o conclusión.

Malo: No hay organización, ni enfoque, ni desarrollo, ni una verdadera consideración del tópico.

Extensión del escrito

Excelente: Escribir resulta fácil. La extensión del escrito parece no ser un problema.

Muy bueno: Extensión razonable de lo escrito en una hora. La escritura fluye sin dificultad.

Bueno: Suficiente extensión del escrito permite desarrollar algo del tópico. Hay evidencia de que se sale del tema en algunos momentos.

Regular: Empleo de mucho tiempo en organizar los pensamientos. Le falta información y lógica.

Malo: Muy poco escrito en una hora.

Vocabulario: Palabras usadas correctamente

Excelente: Precisa y acertada selección de palabras. Hay un obvio conocimiento de los modos de expresión. Demuestra conocer la connotación de las palabras y no es ajeno al uso metafórico de las mismas.

Muy bueno: Buen uso del vocabulario. Manipula las palabras acertadamente.

Bueno: Uso efectivo de un vocabulario bastante amplio aunque con frecuentes errores en el empleo del mismo.

Regular: Uso limitado de un vocabulario básico con errores que impiden la comprensión.

Malo: Muchas deficiencias en el empleo del vocabulario con interferencias linguísticas.